

**IMPROVING STUDENTS' SPEAKING SKILLS AT GRADE VII OF SMP
MUHAMMADIYAH 3 DEPOK THROUGH THE USE OF AFFECTIVE
LEARNING STRATEGIES IN THE ACADEMIC YEAR OF 2011/2012**

A THESIS

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of the *Sarjana Pendidikan* Degree in English Language Education



by

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2013**

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A Thesis



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Penulis

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MOTTOS

“La Takhaf Wa La Tahzan

Inna Allaaha Ma’ana”

(Prophet Muhammad SAW)

“Hasbun Allahu wa ni’mal wakíl”

(Prophet Ibrahim as)

DEDICATIONS

This thesis is dedicated to:

My amazing mother,

My beloved father,

My gorgeous sisters and brother,

My lovely nephews and nieces,

and Cielito lindo,

You are all my greatest gifts.

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ABSTRACT

The research study is aimed at improving students' speaking skills through the use of affective learning strategies at SMP Muhammadiyah 3 Depok. To limit the aspects to be analyzed in this study, the researcher formulated three research questions: (1) what are the possible techniques that can be used for the affective learning strategies? (2) how do the affective learning strategies improve students' speaking skills? (3) what are the students' responses toward the use of affective learning strategies?

The study was action research in two cycles with three meetings in each cycle. In this study, the researcher collaborated with the English teacher and seventh grade students of the SMP Muhammadiyah 3 Depok. Data of this study were qualitative in nature supported by quantitative data. The qualitative data were obtained from the results of the classroom observations and interviews. The quantitative data were obtained from the pre-test and post test results. The instruments for collecting the data were observation guides, interview guides, and the pre-test and post-test. A *t*-test was used to analyze the quantitative data.

The findings of the study show three important results. First, there are three sets of affective learning strategies that can be used in the teaching and learning process of speaking. They are anxiety-reducing strategies, encouraging-oneself strategies, and monitoring-emotion strategies. Second, the use of affective learning strategies in the teaching and learning process of speaking improves the students' confidence, motivation, involvement, and aspects of speaking skills. Based on the qualitative data analyses, the students can speak at the normal speech without pausing, respond to the expressions appropriately, speak without being shy, speak with correct pronunciation, use language functions with correct grammar, and join the teaching and learning process enthusiastically. Meanwhile, the quantitative data analyses show the improvements of the mean scores of the aspects of speaking skills. They are 1.12 for fluency, 0.46 for accuracy, 0.85 for pronunciation, and 1.18 for vocabulary. There is also an increase of the average score of students' speaking skills of 0.9437 from 6.1826 (pre-test) to 7.1263 (post test). According to the *t* statistic, the difference is significant at $p < 0.05$. Third, there are two kinds of students' responses toward the use of affective learning strategies. They are the students' willingness to use the strategies and the students' difficulties in using the strategies.

CHAPTER I

INTRODUCTION

This chapter presents a discussion of the introduction of the study. In this chapter there are six sub-chapters. They are background of the problem, formulation of the problems, limitation of the problems, formulation of the problems, objective of the study, and significance of the study.

A. Background

The Junior High School of Muhammadiyah 3 Depok (*Sekolah Menengah Pertama Muhammadiyah 3 Depok* in Indonesian abbreviated as SMP Muhammadiyah 3 Depok) is one of many Islamic junior high schools in Depok Yogyakarta. It is located at Rajawali Street 10, Demangan Baru. The owner of the school is the Muhammadiyah Organization of Sleman. It has a two-storey building which is completed with facilities to support the teaching and learning process. It also has various extracurricular activities. It also makes numerous achievements in many competitions.

The school-based curriculum is the curriculum that is used by the teachers to conduct the teaching and learning processes in SMP Muhammadiyah 3 Depok. The curriculum requires the students to be more active in the teaching and learning processes. To reach this, the teachers try to be innovative by creating activities that help the students to be active learners. The teachers also get chances to design their own syllabuses.

According to the Standards of Competence and Basic Competences of the Junior High School (*Standar Kompetensi dan Kompetensi Dasar* in Indonesian or abbreviated as SK and KD) the purpose of English teaching in SMP Muhammadiyah 3 Depok is to make the students able to communicate both in written and spoken forms to deal with daily life problems. It means that the students are expected to make use of English to solve problems that they face in daily life. For example, they can read newspapers, manuals, instructions, etc. Meanwhile in term of spoken form, the students should be able to speak English appropriately and correctly to interact with other people. For that purpose, the teaching of the written and spoken forms of English should be done in balance. In fact, the English teaching in SMP Muhammadiyah 3 Depok has not achieved its goal yet. The students still cannot communicate both in written and spoken forms well. Commonly the students face difficulty in speaking tasks. They find that speaking is a difficult skill to acquire. It can be said that their speaking ability is still low.

There are many problems that contribute to the students' low speaking mastery. The very basic problem is the students' anxiety. They are afraid of making mistakes during the speaking performance. Some of them say that they cannot speak English well. It is strange for them to speak English since they speak Javanese in their daily life. They also say that they do not know how to say many English words. Moreover, most of them do not respond to the teacher's questions. It is only the girls who usually answer the questions. When the teacher asks the students to speak loudly, they tend to be quiet. They always ask questions to the

teacher in Javanese not in English. The students do not want to try speaking English because they are not sure about their capabilities. They feel that they have no capability in speaking English. It indicates that they have low confidence to speak English.

Based on the condition above, the researcher feels that efforts need to be done to help the seventh grade students of SMP Muhammadiyah 3 Depok improve their speaking skills. The researcher proposes the use of affective learning strategies to help students to deal with their speaking problems. The use of affective learning strategies is expected to help them develop their motivation, confidence, and attitudes in the speaking class. It is then expected that the students will have confidence to speak and their speaking ability will be improved.

B. Identification of the Problem

Based on previous observation, the researcher finds some problems related to the speaking teaching and learning processes in SMP Muhammadiyah 3 Depok. The problems are the materials, the method, the media, and the students' learning strategies.

The first problem comes from the materials which are used in the teaching and learning process. In the speaking class, the materials do not match with the students' needs that are oral skill practices. The teacher uses some textbooks as material resources, but most students do not have the textbooks. To deal with this, the teacher sometimes writes the material on the whiteboard. Then the students write their notes in their books. However, there are students who do not write the

material in their books. The students who do not write the materials do not have the copy of them. These students disturb the class when it is time to do the task. They always ask questions to their friends or teacher because they do not understand what to do. As a result, they do not understand the materials being taught. The lack of textbooks makes the teaching and learning process not effective. It cannot motivate the students to learn because they will not pay attention to the materials.

The second problem is the method. In the teaching and learning process, the teacher usually explains the materials while the students are listening. However, many students are busy with themselves when the teacher is presenting the materials. The students do not get involved in the teaching and learning process. Some of them walk around and some others are busy talking with their friends. The teacher does not create interesting activities which can make the students involved in the lesson. Pair works and group works are rarely done in the class although these activities can make the students involved in the teaching and learning process. There is no reward for the students who can do the task successfully. Sometimes the teacher gives praises but only to the smart students. It seems difficult for the teacher to motivate the students to get involved in the teaching and learning process.

The third problem is related to the media. In the teaching and learning process, the teacher rarely uses interesting media that can encourage the students' interest. She only uses markers and a whiteboard. The lack of interesting teaching

media makes the teaching and learning process boring for the students. Then, the students are not motivated to be involved in the teaching and learning process.

The fourth problem is related to the learning strategies. Learning strategies are one of many aspects that contribute to the success of the learning process. However, the students are not aware of the use of learning strategies. During the teaching and learning process, they do not pay attention to the teacher. Some of them talk to their friends. In the speaking class, some of them refuse to perform when it is their turn. They ask their friends to perform first. They always say that they are shy, they cannot speak English, or they just have not finished yet. They are not motivated to participate in the teaching and learning process. To overcome their problems of learning they do not use certain learning strategies. It is clearly seen that they have limited knowledge of what and how learning strategies are. They cannot make use of certain learning strategies for certain skills. Especially for speaking skills, the students do not understand how to acquire the skills through appropriate learning strategies. They do not know how learning strategies can help them deal with their speaking difficulties.

C. Limitation of the Problem

It is impossible for the researcher to carry out the study covering all the factors mentioned above. In this study, the researcher focuses on the problem of students' learning strategies that can help them improve their speaking skills. The researcher uses affective learning strategies that can improve the students' speaking skills.

There are several reasons why the researcher limits the problem on the students' learning strategies and then chooses the affective learning strategies as the solution. First, affective learning strategies are helpful learning strategies which can be used to help the students deal with speaking problems such as language anxiety. When the students are nervous and feel pessimistic in the speaking class, they can use these learning strategies to deal with this situation. Second, even though these strategies are useful, the use of these strategies in the English teaching and learning process is still low.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem above, the research problem of the study can be formulated as "How can the affective learning strategies be used to improve the students' speaking skills at grade VII of SMP Muhammadiyah 3 Depok?" The issue is concerned with the ways of teaching the students to use these learning strategies to overcome their speaking problems so that their skills will be improved.

E. Objective of the Study

Related to the formulation of the problem, the study is intended to improve the students' speaking skills through affective learning strategies. It is related to the ways of teaching students to use these learning strategies to improve their speaking skills.

F. Significance of the Study

The researcher expects that this study can give some advantages to some parties especially in the teaching of speaking. First, for the English teacher, the results of the study will give new information of using affective learning strategies which can be used to improve the English teaching and learning process. Second, for the students, the results of the study can improve the students' speaking skills. Third, for the theory and practice of English teaching, the results of the study will give meaningful information as an effort to improve the students' speaking skills through affective learning strategies. Fourth, for other researchers, the results of the study will be a reference for conducting other research studies in this field.

CHAPTER II

LITERATURE REVIEW

This chapter deals with some theories that become the bases for the discussion of the concepts and ideas used in the study. The purpose of the chapter is to get the understanding of what the basic principles of the study are so that the problem stated in the previous chapter can be answered. The discussion will be presented in five aspects which are speaking skills, teaching speaking in the Junior High School, language learning strategies, affective learning strategies, and conceptual framework.

A. Speaking Skills

This subchapter discusses some theories which are related to speaking skills. In this discussion, there are two important points of speaking skills. Those are the definition of speaking skills and the aspects of speaking skills.

1. Definition of Speaking Skills

Speaking skill is the ability to use normal communication, stress, intonation, grammatical structure, and vocabulary of a language to express meanings so that other people can make sense of them and it can be directly and empirically observed (Lado, 1961: 239-240; Cameron, 2010: 40; Brown, 2004: 140). There are three important concepts in this definition. First, a speaking skill is the ability to use normal communication, stress, intonation, grammatical structure, and vocabulary of a language. It means that a speaking skill consists of

some important components. They are pronunciation, stress, intonation, grammatical structure, and vocabulary.

Therefore, a speaker should pay attention to these components when he/she produces spoken language. Second, a speaking skill involves the use of language to express meanings so that people can make sense of them. It means that a speaker is trying to share understandings with other people. In this process, a speaker must find appropriate words and correct grammar to express meaning accurately and needs to organize discourses so that other people will understand them. Third, a speaking skill is a skill that can be directly and empirically observed. It means that a speaker's performance can be directly and empirically observed by focusing on the accuracy and the effectiveness of the speaker.

2. Aspects of Speaking Skills

a. Fluency

Fluency is the ability to speak quickly and automatically, to keep going in meaningful interaction, and to maintain comprehensible communication competence (Harris and Hodges, 1995: 14; Nunan, 1999; Richards, 2006: 14). In this definition, a speaker can be said to be a fluent speaker when he or she can use the language structures accurately and can use the language patterns quickly and automatically at the normal conversation speed. A speaker is also required to be able to keep going when speaking spontaneously but he or she does not have to speak so fast. It is because pausing is sometimes important. The signs of fluency are speed and pause. The signs indicate that the speaker does not spend a lot of

time searching for the language items needed (Brown, 2001: 10). Moreover, the speaker should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. Fluency is developed by creating classroom activities in which the students can negotiate meaning, use communicative strategies, correct misunderstandings, and work to avoid communication breakdowns (Richards, 2006: 14). It is also important to make the students communicate in English only (Klippel, 1991: 35).

b. Accuracy

Accuracy is the ability to produce sentences using correct grammar and vocabulary (Brown, 2001: 268). It is achieved by allowing the students to focus on the elements of phonology, grammar, and discourse in their spoken language. Accuracy is needed to improve fluency. They strengthen each other to support communicative competence. In order to improve the students' accuracy, the teacher should provide the students with opportunities in the form of communicative tasks and activities to be engaged in natural interaction such as information gap activities, games, and debates (Klippel, 1991: 22).

c. Pronunciation

Pronunciation is the way speakers produce clear language including the articulation of individual sounds and distinctive features of sounds like voicing and aspiration, setting features, stresses, and intonation (Nunan, 2003: 112). It means that the speaker has to be able to give clear messages to the listener. Pronunciation has an important role in giving clear message to the listener. By

having good pronunciation, the speaker can help the listener in normal communication, especially intelligibility.

There are several ways to improve students' pronunciation. First, the teacher requires the students to find opportunities to make pronunciation changes in their spontaneous speech. Second, the teacher gives a lot of attention to help the students deal with their attitudes and feelings as they affect their pronunciation. Third, the teacher should help the students with non-verbal behaviors associated with pronunciation like facial expressions and gestures. Fourth, the teacher should provide the students with opportunities by giving formal exercises to practice sounds. Fifth, the teacher should encourage the students to use written pronunciation guides in dictionaries so that their pronunciation can be helped by conscious knowledge of the written form.

d. Vocabulary

Vocabulary is related to the appropriate diction which is used in language use. Sufficient vocabulary of common words will provide the students with a lot of advantages, since they include all common questions, forming words, all the common prepositions, the full range of spoken discourses, common expressions, common sequencing, and linking words. Communication cannot take place effectively without sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed (Wilis, 1990: 42). Vocabulary is an important aspect in foreign language learning. However, vocabulary is still one of the problems faced by the students. Commonly, the

students with limited vocabulary cannot communicate effectively nor express ideas in oral and written forms.

B. Teaching Speaking to Junior High School Students

1. Aims and Objectives

The teaching of English in the junior high school is aimed at developing the students' ability to communicate in English which includes the four language skills of reading, listening, speaking, and writing. The mastery of the language skills is used to support the students' ability in the written and oral forms.

The current curriculum which is used in the teaching of English is the school-based curriculum, which is officially called *Kurikulum Tingkat Satuan Pendidikan* (Curriculum of the level of education unit) abbreviated as KTSP. The KTSP is developed according to the needs of the school. Mulyasa (2008: 8) states that the school and the school committee develop the curriculum and its syllabus based on the foundation framework and the standards of the graduate competency, under the supervision of the education and religion offices of the regency.

The teaching of speaking in the junior high school should be based on the basic competencies and standards of competences as stated in the standards of graduate competences. Mulyasa (2008: 109) states that, related to the school based curriculum, the national education department has prepared standards of competences and basic competences for every subject which are used as the guide for the teachers in developing the syllabus in every school.

In the curriculum, the basic competence of speaking is the use of language variations accurately and fluently in daily life. From the basic competency, the students should at least be able to communicate using English in daily life.

In the curriculum, it can be seen that there are more learning objectives and activities for the teaching of the speaking skills. The students should be able to use the speaking skills in: 1) spelling and mentioning the words that have been learned in correct pronunciation, 2) asking and answering simple questions, and 3) carrying out a simple conversation fluently.

2. The Characteristics of Junior High School Students

Teenagers are in an age of transition, confusion, self-consciousness, growing, and changing bodies and minds (Brown, 2001). Teens are in between childhood and adulthood. It becomes a challenge for English teachers and therefore a special set of considerations should be applied to teaching them.

In addition, Brown (2001:92) proposes five thoughts that should be considered in teaching English to teenagers. First, intellectual capacity adds abstract operational thoughts around the age of twelve and therefore some sophisticated intellectual processing is increasingly possible. Complex problems can be solved with logical thinking. This means that metalanguage can now, theoretically, have some impacts. Second, attention spans are lengthening as a result of intellectual maturation. However, with many diversions present in a teenager's life, those potential attention spans can easily be shortened. Third, varieties of sensory inputs are still important. However, increasing capacities for abstraction lessen the essential nature of appealing all the five senses. Fourth,

factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultra-sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. Fifth, secondary school students are of course becoming increasingly adult-like. In this case, they increase their ability to make those occasional diversions from the “here and now” nature of immediate communicative contexts to dwell on a grammar point or vocabulary item.

In regard to teens’ characteristics, Brown (2001:92) states that one of the most important concerns of English teachers is to keep the students’ self-esteem high by avoiding embarrassment, affirming each persons’ talents and strengths, allowing mistakes and other errors to be accepted, emphasizing competitions among classmates, and encouraging small group works where risks can be taken more easily by a teen.

3. Factors Affecting Students’ Speaking Skills

There are many factors that affect the students’ speaking skills. According to Richards and Renandya (2002: 205-206) there are four factors affecting the students’ oral communication. They are age or maturational constrains, aural medium, socio-cultural factors, and affective factors.

a. Age or Maturational Constrains

Age is one of the most commonly cited determinant factors of success or failure in foreign language learning. Some experts state that people who begin learning a second language in early childhood through natural exposure will

achieve higher proficiency than those who begin in adults. Many language learners fail to reach native-like proficiency in a second language. Their progress seems to decrease at a certain stage. This fact shows that the aging process may affect or limit the adult learners' ability to pronounce the target language fluently with native-like pronunciation.

b. Aural Medium

Speaking is closely related to listening. Speaking can reinforce listening which precedes it. During interaction, the speaker plays a double role, both as a listener and as a speaker. While listening, the students must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information. Usually a person speaks and the other responds through attending by means of the listening process. If one cannot understand what is said, one cannot certainly respond.

c. Socio-cultural Factors

Many cultural characteristics also affect foreign language learning. In a pragmatic point of view, language is a form of social action because linguistic communication happens in the context of structured interpersonal exchange, and meaning is thus socially regulated. Values and beliefs make the traditions and social structures that bind a community and are expressed in their language. In speaking a language, people must know how the language is used in the social context. It is because each language has its own rules of when, how, and to what

degree a speaker may impose a given verbal behavior on his or her conversational partner.

d. Affective Factors

The affective side of the learner is one of the most important influences on the success or failure of language learning (Oxford, 1990: 140). The affective factors related to foreign language learning are emotions, self-esteem, empathy, anxiety, attitudes, and motivation. Foreign language learning is a complex task that is susceptible to human anxiety. It is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. Speaking a foreign language can create great anxiety. Sometimes, extreme anxiety occurs when EFL learners lose words which can lead to a general sense of failure.

4. Techniques in Teaching Speaking

Teaching means giving instructions to a person or giving a person knowledge, skill, etc; while speaking means making the use of words in an ordinary voice. Therefore, teaching speaking is giving the instructions to a person to make the use of words in an ordinary voice (Hornby, 1995: 37). In the teaching of speaking, there are many factors that should be considered. Brown (2001, 275-276) proposes some principles in designing speaking techniques. They are presented as follows.

a. Using a Variety of Techniques

The teacher uses techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. In designing speaking techniques for interactive language teaching, the teacher can provide interactive activities that do not capitalize on grammatical pointers or pronunciation tips. For example, in doing a jigsaw group technique, playing a game, or discussing solutions to an environmental crisis, the teacher should make sure that the tasks include techniques that help the students to perceive and use the building blocks of a language.

b. Providing Intrinsically Motivating Techniques

The teacher should try to appeal to the students' ultimate goals and interests, to their needs for knowledge, for status, for achieving competence and autonomy, and for being "all that they can be". It means that the teacher should boost the students' motivation and make them engaged in the teaching and learning process. It can be done by letting the students' see the benefits of activities in the classroom for them. Telling the students the objectives and the benefits of the activities will be helpful to attract them to be engaged in the lesson.

c. Encouraging the Use of Authentic Language in Meaningful Contexts

It is hard to keep coming up with meaningful interaction. The teacher can create authentic contexts and meaningful interaction by using many sources of

materials. It requires the teacher's creativity. Even drills can be structured to provide authenticity.

d. Providing Appropriate Feedback and Correction

In learning a foreign language, the students are usually dependent on the teacher's feedback. In this case, the teacher can benefit from the knowledge of English to give the students kinds of corrective feedbacks that are appropriate for the moment.

e. Capitalizing the Natural Link between Listening and Speaking

Many interactive techniques that involve speaking will also involve listening. When the teacher focuses on speaking goals, listening goals may happen at the same time. It is important to integrate these two skills because they can reinforce each other. In acquiring speaking skills, the students need to start with some listening practices that lead them to good speaking skills.

f. Giving Students Opportunities to Initiate Oral Communication

Part of oral communication competence is the ability to initiate conversations, to nominate topics, to control conversations, and to change subjects. The teacher has to allow the students to start oral communication. This can be done by using various techniques that give the students many opportunities to speak.

g. Encouraging the Development of Speaking Strategies

The concept of strategic competence is one that few beginning language students are aware of. The students have not thought about developing their own personal strategies for accomplishing oral communicative purposes. The teacher should train the students to use some strategies such as asking for clarification, using fillers, asking someone to repeat something, using conversation maintenance cues, getting someone's attention, etc.

In addition to some principles in designing speaking techniques, there are also some practical considerations in the teaching of speaking which are conversational discourse, teaching pronunciation, accuracy and fluency, affective factors, and the interaction effect (Brown, 2000: 267). Each of these principles is presented as follows.

a. Conversational Discourses

The sign of successful language acquisition is the demonstration of an ability to accomplish pragmatic goals through interactive discourses with other speakers of the language. The goals and techniques for the teaching of speaking are diverse depending on the students, the teacher, and overall contexts of the class. The conversation class is something mysterious in language teaching. Research on the teaching of conversation has provided some parameters for developing objectives and techniques such as the difference between transactional conversation and interactional conversation, some conversation rules for topic nomination, turn taking, and sociolinguistic appropriateness.

b. Teaching Pronunciation

The role of pronunciation has become a controversy in the communicative and interactive course of study. It is because adult learners will never acquire an accent-free command of a foreign language. However, a language program should still focus on these details of language.

c. Accuracy and Fluency

Accuracy and fluency are both important goals in language teaching. Accuracy is achieved by allowing the students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency is achieved by allowing the speech to flow.

d. Affective Factors

One of the major obstacles that the students have to overcome in speaking is the anxiety generated over risk taking of blurting things out that are wrong, stupid, or incomprehensible. It is the teacher's duty to provide the kind of warm and embracing climate that encourages the students to speak.

e. Interaction Effect

The greatest difficulty that the students encounter in the attempts to speak is the interactive nature of most communication. Conversations are collaborative because the participants are engaged in a process of the negotiation of meaning. The learner's performance is always colored by that of the person he or she is talking with.

5. Assessment of Speaking

Assessing speaking is a challenging task because there are many factors that influence the impressions of how well someone can speak a language. Many teachers feel uncomfortable when handling speaking tests because they expect test scores to be accurate and appropriate for the purpose of the learning objectives (Luoma, 2004: 1). However, it does not mean that assessing speaking cannot be done in such accurate and appropriate ways. Assessment of students' performance can come from the teacher or the students themselves (Harmer, 2001: 100-103).

a. Teachers Assessing Students

In this kind of assessment, the assessment can be done explicitly by saying "That was really good" or implicitly when during language drills. For example, the teacher passes on to the next student without saying any comment or correction. There are many ways in which the teacher can assess the students' performance.

1) Comments

Commenting on students' performance can be done inside or outside the class. The teacher can say "good" or "nod approvingly" and these comments are a sign of positive assessment. When the teacher wants to give negative comments, it can be done by indicating that something has gone wrong or by saying such things as "That's not quite right".

2) Marks and Grades

When students are graded on their work, they are always eager to know what grades they have achieved. The students' motivation will be affected when they achieve good grades. On the contrary, bad grades can be disheartening for students. However, grading is not always easy and clear-cut. Therefore, the teacher should decide and be able to describe to the students on what basis they will do this. In giving grades and marks, the teacher can do it after oral activities.

3) Reports

The teacher can write reports on students' performance at the end of the semester either for the students, the parents, or the school. The reports give clear descriptions about how well the students have done in the recent past and reasonable assessment in the future. It is important when writing reports to give equal numbers between positive and negative feedbacks.

b. Students Assessing themselves

Besides the teacher's assessment, the students can also monitor and judge their own language production. The teacher needs to help them developing their awareness about what they think of their performance. Student self-assessment requires learner autonomy because they learn to reflect upon their learning. Involving the students in the assessment of themselves and their peers can be done by saying "do you think that's right?" The teacher can also ask the students at the end of the activity of how well they think they have got or tell them to write

positive comments on their work, giving their own assessment of their work. When students are involved in their own assessment, there is a good chance that their understanding of the feedback which the teacher gives to them will be enhanced as their awareness of their learning process increases.

C. Language Learning Strategies

A review of the concept of language learning strategies covers a wide variety of topics and discussions. In this section, the discussion of the concept of language learning strategies is related to three aspects. They are the definition of language learning strategies, the significance of language learning strategies, and the classification of language learning strategies.

1. Definition of Language Learning Strategies

The term learning strategies refers to behaviors, special thoughts, and specific actions which are taken by the learner to regulate and comprehend the learning of a second language; or to make learning easier, faster, more self-directed, more effective, more transferable to a new situation; and to enable more independent, autonomous, lifelong learning (Chamot and O'Malley 1990, Oxford 1990, and Wenden and Rubin 1987). There are four important features in the definition. First, learning strategies refer to behaviors, special thoughts, and specific actions taken by the learner. It means that learning strategies are not always observable to the human eye. This explains why in general students and

teachers are not conscious of learning strategies. Second, learning strategies are actions which are done by the learner. It means that the learners themselves are the actual agents in their use and choice of the strategies. They decide by themselves to use the strategies that can affect and help their learning. Third, learning strategies are used to regulate and comprehend the learning of a second language. It means that strategies play an important role in second language learning because they facilitate and promote learning. Fourth, learning strategies are used to make learning easier, faster, and more effective. It means that learning strategies are techniques which are used by the learner to cope with problems that they face in the process of learning. These techniques are used as problem-solving actions by the learners to cope with learning difficulties.

2. The Significance of Language Learning Strategies

Learning strategies refer to actions that are taken by the students to regulate their own learning. By using learning strategies the students will be successful in their learning. There are five reasons why learning strategies are important for the students.

First, language learning strategies may make the students successful in their learning because they become more efficient and effective learners. It often results in greater academic success and a larger stock of learning strategies to use elsewhere (Doyle, 2000).

Second, Oxford (1990: 1) states that learning strategies are important for language learning because they are tools for active, self-directed involvement

which are essential for developing communicative competence. Learners who have developed appropriate language learning strategies will result in improved proficiency and greater self-confidence. In addition, Oxford (1990: 57) states that direct and indirect strategies are used to develop each of the four language skills which are listening, speaking, reading, and writing.

Third, learning strategies can help students become better language learners. They enable students to become more independent, autonomous, and life-long learners. When students begin to understand their own learning processes and can use some control over these processes, they tend to take more responsibility for their own learning. This self-knowledge and skill in regulating one's own learning is a characteristic of successful language learners.

Fourth, learning strategies have learning facilitation as a goal and are intentional on the part of the learner (Chamot and O'Malley, 1990: 43). The goal of the strategy use is to affect the motivational or affective state of the learners, or the way in which the learner selects, acquires, organizes, or integrates new knowledge. Thus, strategies may have an affective or conceptual basis and may influence the learning of simple tasks, such as learning vocabulary or items in a list, or complex tasks such as language comprehension or language production (Chamot and O'Malley, 1990:43).

Fifth, Sugeng (2010: 65) states that in the teaching and learning process, the significance of learning strategies is substantial. It means that learning strategies play an important role for the successful teaching and learning process.

In learning a new language, students apply certain strategies. It has been found that more successful students tend to use more and wider strategies. The conscious use of learning strategies will lead students to be prepared, conscious, monitored, and evaluated. Optimizing learning strategies will improve language performances.

3. Classification of Language Learning Strategies

Chamot and O'Malley (1990: 44) divides learning strategies into three main classes; namely Metacognitive, Cognitive, and Socio-Affective which refer to learners' planning their learning, thinking about the learning process, monitoring their own comprehension or production, and evaluating the outcomes of their own learning. Oxford (1990:14) divides learning strategies into two categories which are direct and indirect. The direct strategies are divided into three groups (Memory, Cognitive, and Compensation) and the indirect category is also divided into three groups (Metacognitive, Affective, and Social). This classification can be seen in Figure 1.

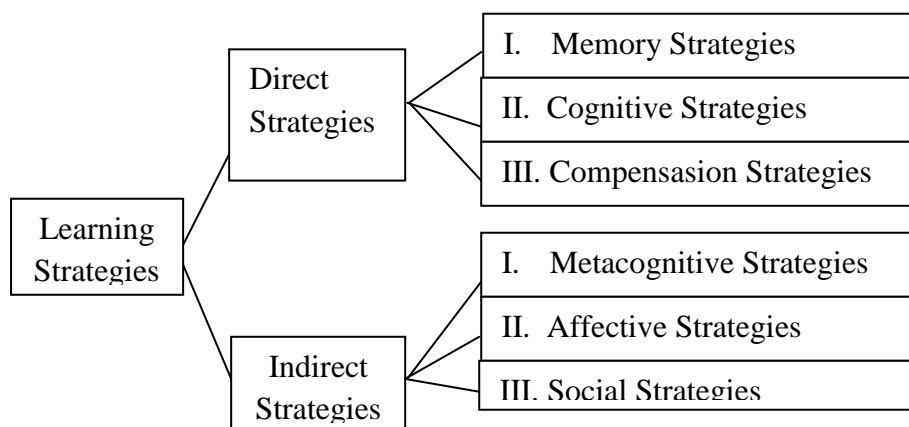


Figure I. Diagram of Language Learning Strategies

D. Affective Learning Strategies

1. Definition of Affective Learning Strategies

The term affective refers to emotions, attitudes, motivations, and values Oxford (1990: 140). Affective strategies mean strategies that the students employ to control emotions and attitudes about language learning. It is impossible to overstate the importance of affective factors influencing language learners. Language learners can gain control over those factors through affective strategies. The affective learning strategies consist of three sets of strategies. They are anxiety reducing strategies, self-encouragement strategies, and monitoring emotion strategies. The complete sets of affective learning strategies can be seen in the figure below.

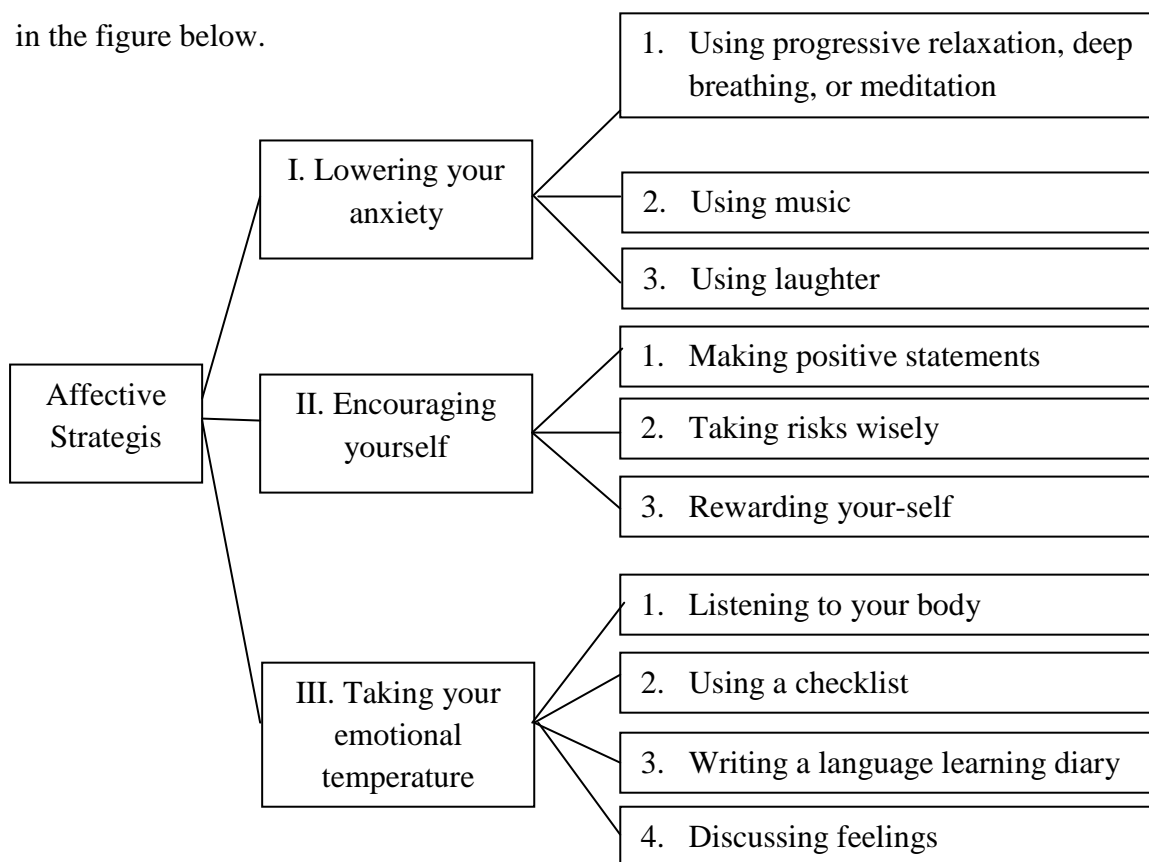


Figure II. Diagram of Affective Learning Strategies

2. The Significance of Affective Strategies

The affective side of the learner can be one of the biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning. Positive emotions and attitudes can make language learning far more effective and enjoyable. Teachers can give a great influence over the emotional atmosphere of the classroom in three different ways: by changing the social structure of the classroom to give students more responsibility, by providing increased amounts of naturalistic communication, and by teaching students to use affective strategies. The significance of the use affective strategies as proposed by Oxford (1990) is discussed below.

a. Lowering Students' Inhibitions and Improving Students' Risk Taking

The speaking teaching and learning process can make the students overly anxious. The student who is too anxious can be inhibited and unwilling to take risks. The students who want to be successful in their language learning need to overcome their inhibitions and learn to take reasonable risks, as in guessing meanings or speaking up even though there is a chance of making a mistake. Affective strategies of self-encouragement and anxiety-reducing strategies can help learners lower their inhibitions and take reasonable risks in speaking learning.

b. Reducing Students' Speaking Anxiety

In learning to speak English, sometimes the students face anxiety. There are two kinds of anxiety. The first is anxiety that can help the students to reach their highest performance levels. The second is anxiety that can block their learning. The ordinary language classroom especially for speaking learning can create high anxiety because the students are forced to perform and speak in a state of ignorance and dependence in front of their classmates and teacher. Anxiety-reducing strategies like laughter and deep breathing are necessary to overcome this problem.

Self-encouragement via positive statements can also change one's feelings and attitudes and can indirectly reduce performance anxiety, including the tension which is caused by test-taking. In addition, self-assessment strategies help learners realize when they are anxious.

c. Improving Students' Self-confidence

Self-esteem is one of the primary affective elements. Low self-esteem can be detected through negative self-talk. The three affective strategies related to self-encouragement help the students to counter such negativity. The students with high self-esteem will reach greater sense of self-confidence.

d. Improving Students' Attitudes and Motivation

The sense of efficacy that underlies self-esteem is reflected in attitudes, which influence the students' motivation to keep on trying to learn. Attitudes are

strong predictors of motivation in language learning. Just as attitudes affect motivation, attitudes and motivation work together to influence language learning performance including both global language proficiency and proficiency in specific language skills, such as listening comprehension, reading comprehension, and speaking skills. Self-encouragement strategies are powerful ways to improve attitudes and motivation.

e. Improving Students' Tolerance of Ambiguity

Tolerance of ambiguity is the acceptance of confusing situations. It may be related to willingness to take risks and reduction of both inhibition and anxiety. Moderate tolerance of ambiguity, like moderate risk taking, is the situation that is mostly wanted. Students with moderate tolerance of ambiguity are more open-minded to confusing facts and events, which are parts of learning a new language. On the other hand, students with low tolerance of ambiguity usually categorize and compartmentalize too soon because they have a hard time dealing with unclear facts and events. Some studies have found that students who are tolerant of ambiguity are more successful in certain language tasks and may use somewhat more effective strategies than those who are less tolerant of ambiguity. Self-encouragement and anxiety-reducing strategies help the students cope with ambiguity in language learning.

3. The Three Sets of Affective Learning Strategies

Oxford (1990) categorizes three main sets of affective strategies. They are lowering anxiety, encouraging one-self, and taking emotional temperature. These sets are popularly called as LET, which comes from the first letter of each one of these strategy sets.

a. Lowering your Anxiety

Speaking a new language can cause the greatest anxiety in the students. The three anxiety-reducing strategies which are listed below can help students to lower their anxiety. Each has a physical component and a mental component.

1) Using Progressive Relaxation, Deep Breathing, or Meditation

Progressive relaxation involves alternately tensing and relaxing all the major muscle groups at one time. Deep breathing is often an accompaniment to progressive relaxation. It involves breathing low from the diaphragm not just from the lungs. The simple act of deep breathing brings greater calmness almost immediately. Meditation means focusing on a mental image or sound to center one's thought. It helps to reduce anxiety. All of these techniques can be used in the classroom. A few minutes of relaxation in the classroom using progressive relaxation, deep breathing, or meditation will help the students accomplish their learning tasks more peacefully and efficiently.

2) Using Music

Listening to soothing music for five to ten minutes can calm students and put them in a more positive mood for learning. The powerfully relaxing capabilities of using music to relax cannot be denied in the language learning context. This strategy is useful to be used before any stressful language task.

3) Using Laughter

Language learners can benefit from laughter's anxiety-reducing powers because laughter brings pleasure to the classroom. It is part of a general atmosphere of enjoyment for students of all ages. The students can use the laughter strategy by watching funny movies, reading a humorous book, listening to jokes, etc. It can also be stimulated by many kinds of classroom activities such as role plays, games, and active exercises in which the students are allowed to play as to learn.

b. Encouraging yourself

Teaching students some self-encouragement strategies may be useful in all of the skill areas. These strategies can be used as ways to keep their spirits up and persevere as they try to understand or produce the new language.

1) Making Positive Statements

The use of this strategy can improve speaking skills. The teacher can demonstrate kinds of positive statements which the students can make to themselves. The students are urged to say or write them regularly especially

before difficult speaking tasks in order to feel more confident in the learning of speaking.

2) Taking Risks Wisely

This strategy involves conscious decision to take reasonable risks in speaking even though there is a chance of making mistakes. Students can use the strategy by pushing themselves to take risks in speaking. Moreover, risk taking must be tempered by good judgment. This strategy requires the use of other affective strategies which are making positive statements and rewarding yourself.

3) Rewarding yourself

Students often expect rewards that come from external sources such as praises from teachers and a good grade on a test. However, the students need more rewards than the one they can get externally. Some useful rewards come from within the students themselves. The students need to learn how to reward themselves for good work in language learning. Rewards differ from one person and another and must be personally meaningful but they need not be visible. The students need to learn how to value their own good performance. For example, the students can value their good performance in participating fully and communicating as well as possible in speaking tasks. Rewards can also be in the form of positive statements. Positive statements when used after a particular good performance can become a form of self-reward. Examples of positive statements were written as follows, completed with the Indonesian translation.

1.	I'm a good speaker.
	<i>Aku pembicara yang baik.</i>
2.	It's OK if I make mistakes.
	<i>Tidak masalah kalau saya membuat kesalahan.</i>
3.	I can do it.
	<i>Aku bisa.</i>
4.	I'm confident enough.
	<i>Aku cukup percaya diri.</i>
5.	I'm sure I can perform well.
	<i>Aku yakin bisa mengerjakan tugas dengan baik.</i>

Figure III. List of Positive Statements

c. Taking your Emotional Temperature

In this set of strategies, there are four learning strategies that help the students to assess their feelings, motivations, and attitudes, and to relate them with language tasks. They are listening to the body, using a feeling checklist, writing a language learning diary, and discussing feelings. The students should know and get in touch with these affective aspects so that they can control them. The strategies in this set are helpful for understanding negative attitudes and emotions that block students' progress in the learning of speaking.

1) Listening to your Body

Performance in all four language skills is affected by students' physical states. These may be negative such as tension, anxiety, and fear which can tighten the muscles and affect all the organs of the body. Positive feelings such as happiness, pleasure, and excitement can have a stimulating or calming effect.

Therefore, the students need to pay attention to the signals given by the body by using these strategies in order to be able to control them.

2) Using a Feeling Checklist

The students can use a feeling checklist to discover their feelings, attitudes, and motivations concerning specific speaking tasks. The teacher should encourage the students to fill the checklist in 10 to 15 minutes of class time every day. The checklist then can be used to stir up class discussions about language learning especially speaking. The checklist should be simple to use, requires little time, gives the students records for comparison from time to time, and helps them link their feelings with the speaking tasks in which they are involved.

Beri tanda cek (✓) pada salah satu yang menggambarkan perasaanmu.	
1. <input type="checkbox"/> happy (senang) <input type="checkbox"/> unhappy (tidak senang)	8. <input type="checkbox"/> interested (tertarik) <input type="checkbox"/> bored (bosan)
2. <input type="checkbox"/> proud (bangga) <input type="checkbox"/> ashamed (minder)	9. <input type="checkbox"/> calm (tenang) <input type="checkbox"/> angry (marah)
3. <input type="checkbox"/> confident (percaya diri) <input type="checkbox"/> unconfident (tidak percaya diri)	10. <input type="checkbox"/> strong (kuat) <input type="checkbox"/> weak (lemah)
4. <input type="checkbox"/> peaceful (santai) <input type="checkbox"/> anxious (khawatir/tegang)	11. <input type="checkbox"/> energetic (bersemangat) <input type="checkbox"/> tired (lelah)
5. <input type="checkbox"/> unafraid (tidak takut) <input type="checkbox"/> afraid (takut)	12. <input type="checkbox"/> outgoing (ceria) <input type="checkbox"/> shy (malu)
6. <input type="checkbox"/> risk taking (ambil resiko) <input type="checkbox"/> cautious (tidak ambil resiko)	13. <input type="checkbox"/> want to learn the language (ingin belajar bahasa Inggris) <input type="checkbox"/> don't want to learn the language (tidak ingin belajar bahas Inggris)
7. <input type="checkbox"/> clear-thinking (berpikir jernih) <input type="checkbox"/> confused (bingung)	

Figure IV. Feeling Checklist

3) Writing Language Learning Diary

Students can use this strategy by writing a diary or journal to keep on track of feelings about their language learning process. They can also include information about specific strategies that they find effective or ineffective in the learning of speaking. The teacher can give the students guidelines to write the diary.

4) Discussing Feelings

Language learning, especially the learning of speaking, is difficult and the students often need to discuss this process with other people. The input can come from written checklists and diaries to oral discussions about feelings and needs related to speaking skills. Students can benefit from this because their anxiety reduces. They are encouraged to express their feelings about the language learning process and recognize what they need to be better learners.

4. The Use of Affective Learning Strategies in the Teaching of Speaking

In order to help the students to recognize the power of affective learning strategies, the teachers can help the students to improve their speaking skills, and stimulate their motivation in speaking. The teachers can carry out and integrate the strategies into the class (Kinoshita, 2003). There are five phases that the teacher and the students can follow adapted from the five phases of the CALLA instructional sequence (Chamot and O'Malley, 1994).

First, the teacher needs to identify the students' current strategy use. The teacher can use questionnaires to find out the students' use of language learning strategies. Therefore, particular attention is needed by the teacher to notice whether the students neglect the use of affective strategies.

Second, the teacher can offer the students knowledge to know the characteristics, effectiveness, and applications of affective strategies. The teacher names the strategies, explains new strategies, and asks the students if and how they have used it. In this stage, it is important for the teacher to present each strategy with a specific explanation and help the students know how to use each strategy in a given situation. For example, the teacher can teach the students to try to relax when they are afraid of speaking. Meanwhile, the teacher is supposed to weave strategies into regular classroom events in a natural and comfortable way and create supportive and encouraging environment for the students.

Third, in order to offer hands-on practice for the students to use affective strategies, collaborative work with classmates is needed. The teacher assigns students into several small groups. The students in each group can share their learning experiences, as well as complete a certain task. The teacher provides opportunities for the students to express their feelings in English and to practice their English-speaking skills that are powerful ways to accomplish the use of affective strategies.

Fourth, the teacher can give the students chances to evaluate the usefulness of affective strategies. The teacher can use interviews, questionnaires, and open-ended questions for the students to express their feelings towards the use of

affective strategies. Therefore, both students and the teacher can evaluate whether or not affective strategies influence the students' speaking skills.

Finally, the goal of language learning strategies is to guide students to become better, autonomous, and confident learners. In order to encourage the students to depend more on themselves than on the teacher, the teachers need to ask students to use affective strategies in the classroom contexts and in daily life. It takes time for the students to know how to successfully integrate affective strategies in their learning. The teacher needs to give explanation about affective learning strategies patiently and the students are required to use the strategies consistently. It is hoped that students can utilize affective strategies whenever they speak even without the teachers' supervision.

E. Conceptual Framework and Research Questions

1. Conceptual Framework

Speaking is considered the most difficult skill to teach. To improve the students' speaking proficiency, which is focused on communication skills, the students should have sufficient vocabulary, fluency, accuracy, and pronunciation. In learning to speak a foreign language, students face many problems. One of the very common problems dealing with speaking is anxiety. Speaking a foreign language is often anxiety provoking. The students are afraid of making mistakes or being laughed by their friends. They do not know how to deal with their speaking difficulties. Furthermore, they do not know about learning strategies that can facilitate their learning of speaking.

According to the theories above, affective learning strategies are strategies that the students use to control their emotions and attitudes in language learning. The affective learning strategies consist of three sets of strategies. They are anxiety-reducing strategies, self-encouragement strategies, and monitoring emotion strategies.

By using anxiety reducing-strategies, the students can reduce their speaking anxiety, which is the most frequent problem faced by the students in the speaking class. These strategies also bring the students into a relaxing atmosphere of learning and put them in a more positive mood of learning. The use of self-encouragement strategies can change the students' feelings and attitudes which can directly contribute to their learning of speaking. These strategies can make the students more confident and boost their motivation. In addition, the monitoring emotion strategies can help the students to be aware of their feelings in the teaching and learning process of speaking. When they are aware of what they feel, they will be able to overcome their speaking difficulties.

In order to conduct the study, the researcher completed some steps. First, the researcher needed to observe the school where the researcher conducted the study. In the observation, the researcher found some problems related to the teaching and learning process of speaking. After finding some problems related to the low students' speaking skills, the researcher thought about the ways to solve the problems. The researcher decided to use affective learning strategies in the teaching and learning process of speaking. The relationship of the aspects

that are discussed in the conceptual framework above can be seen in the diagram below.

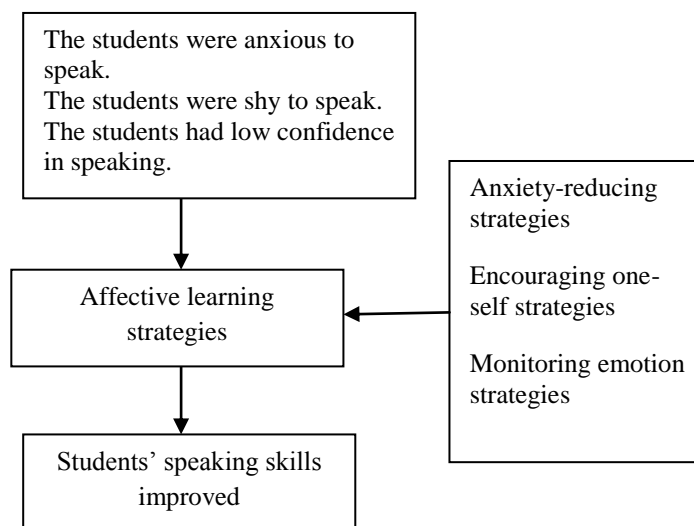


Figure V. Conceptual Framework.

2. Research Questions

In designing the actions in the study, the researcher firstly sets up the problems. There are three research problems that are related to the use of affective strategies, the improvement of speaking skills by using affective strategies, and the students' responses toward the use of affective strategies. Based on the research problems and literature review above, there are three research questions to be answered in the research findings.

1. What are the possible techniques that can be used for the affective learning strategies?
2. How do the affective learning strategies improve students' speaking skills?
3. What are the students' responses toward the use of affective learning strategies?

CHAPTER III

RESEARCH METHOD

This chapter presents the discussion of the research method of the study. This is presented in eight headings. They are the research design, setting of the study, subjects of the study, instruments of the study, data collection techniques, data analysis techniques, validity and reliability of the data, and research procedure.

A. Research Design

This study is action research. In this study, the researcher worked collaboratively with the headmaster and the English teacher of the target school in identifying the problems related to the teaching and learning process of speaking. Then together they arranged some plans or actions to overcome the problems. They implemented the actions in the class and reflected the actions to improve the students' speaking skills. These sequences were in line with some steps in action research. They were identifying the problems, collecting the data, planning for the solution, conducting the actions in the class, evaluating, and reflecting the actions done (Kemmis and McTaggart in Burns, 2010: 7-8).

B. Setting of the Study

This study was conducted in Muhammadiyah 3 Depok Senior High School, in this study referred to as SMPM 3 Depok. The school was located on Rajawali Street 10 Demangan Baru, Depok, Yogyakarta. The location was quite

strategic because it was near the main road which was taken by public transportation as one of the routes. The building was a two-storey building which was completed by some facilities. They were 12 classrooms, a library, a mosque, a medical room, a science laboratory, a basketball court, and a parking area. There were three English teachers in this school.

C. Subjects of the Study

The subjects of the study were the students of class VII A at SMPM 3 Depok. The class consisted of 35 students who mostly came from middle social backgrounds. The researcher chose class VII A because the students of this class had the lowest speaking skills, based on the teacher's explanation.

D. Instruments of the Study

The instruments for collecting the data were a classroom observation sheet, interview guide, pre-test, and post-test. These instruments were used to collect the data in the form of field notes, interview transcripts, and students' speaking scores.

1. Observation Sheet

The observation sheet was used to guide the researcher in observing the class. It was used to get information about the teaching and learning process. The researcher observed the students' activities during the teaching and learning process when the actions were implemented. During the observation, she collected

the data by watching and being engaged in the teaching and learning process and then recorded the activities in the form of field notes.

a. Validity

To provide the validity of the classroom observation sheet, the researcher used construct validity. She had a discussion with the first consultant to check whether the observation sheet was able to measure what was intended to measure. In addition, the constructs which were used in the development of the observation guide were taken from some theories related to time management, use of affective learning strategies (Oxford, 1990), students' attitudes, and students speaking skills. The aspects can be seen in Table 1.

Table 1: Specification Aspects of the Observation Sheet

No	Variables	Indicators	No
1	Time management (Spratt <i>et al.</i> , 2005: 145)	<ul style="list-style-type: none"> The application of time management 	
2	The teacher (Oxford, 1990: 207)	<ul style="list-style-type: none"> Inform the students about why the strategies are important and how they can be used. Provide practice with strategies in language tasks. Give the students opportunity to evaluate the success of the use of strategies. 	
3	The students' attitudes (Habte-Gabr, 2008)	<ul style="list-style-type: none"> Work closely with groups in class who have helped with language problems. Work with frequency in groups to solve and discuss tasks in class. Use specific affective strategies suggested by the teacher to overcome difficulties with language. Identify classmates who could help with specific English language problems. Approach the teacher for specific help with problems with the English language. Try to establish a level of communication with the teacher which would permit to ask for help when needed. Have a level of confidence to present and discuss topics in class. 	
4	Speaking skills (Pinter, 2009: 55)	<ul style="list-style-type: none"> The students' ability in pronouncing words The students' fluency in English speaking The students' accuracy in English speaking The students' ability to understand and respond to conversations in English. 	

b. Reliability

In order to ensure the reliability of the observation sheet, the researcher used inter-rater reliability. Inter-rater reliability referred to the consistency of two or more raters in evaluating the same data using the same scoring criteria at a particular time (Stemler, 2004). To fulfill the inter-rater reliability, the researcher and the teacher as the collaborator did the observation using the same observation guide. After the completed observation guides were given back to the researcher, she made the recapitulation to check whether they agreed in all categories of the observation guide to make it consistent and reliable. It was found out that the results were similar. Based on the results, the respondents were consistent in observing what was happening in the class during the teaching and learning process.

2. Interview Guide

The interview guide was used to help the researcher to get information about the effectiveness of the research treatment. In this case, the researcher held the interview with the English teacher and the students about the activities during the teaching and learning process of speaking. The results of the interviews were recorded in the form of interview transcripts.

a. Validity

For this instrument, the researcher also used construct validity. She discussed the aspects of the interview guide with the first consultant to know whether the interview guide was able to measure what was intended to measure. In addition, she used the construct validity by taking some theories related to time

management, class activities, effectiveness of affective strategies, speaking skills, and students' attitudes.

Table 2: Specification Aspects of the Interview Guide

No	Variables	Indicators
1	Time management (Spratt <i>et al.</i> , 2005: 145)	<ul style="list-style-type: none"> • The application of time duration
2	Class activities (Pinter, 2009: 57)	<ul style="list-style-type: none"> • The appropriate class activities to explore speaking performances • Students' interests in the class activities given
3	The use of affective strategies (Oxford, 1990: 140)	<ul style="list-style-type: none"> • The effectiveness of affective strategies to reduce anxiety • The effectiveness of affective strategies to build self-confidence • The effectiveness of affective strategies to motivate students
4	Speaking skills (Pinter, 2009: 55)	<ul style="list-style-type: none"> • The students' ability in pronouncing words • The students' fluency in English speaking • The students' accuracy in English speaking • The students' ability to understand and respond conversation in English
5	The students' attitudes (Oxord, 1990: 208)	<ul style="list-style-type: none"> • The students' participations • The students' responses • The students' interests to the strategies

b. Reliability

To obtain the reliability of the interview guide, the researcher used inter-rater reliability in which two or more raters scored the same on the given aspects at a particular time (Stemler, 2004). For this, a teacher and an English Education Department student conducted the interview to the students. After the completed interview guides were given back to the researcher, she made the recapitulation to check whether they agreed in all categories of the interview guide. It was found out that the results were similar. Based on the results, the interview guides were considered consistent and reliable.

3. Speaking Test

The speaking test was used to measure the students' speaking performances in the pre-test and post-test. The test was a performance test consisting of two topics namely describing person and telling procedure texts. The test was scored by using the speaking rubric proposed by Dick, Gall, and Borg (2003: 571) with some modifications. The complete rubric can be seen in Appendix A.

a. Validity

To gain the validity of the test, the researcher used content validity. For this, the researcher used the theories of the aspects of speaking from Fulcher and Davidson (2007: 6). These aspects include grammar, vocabulary, and functional contents of a test. The specification of the aspects of the test can be seen in Table 3 below.

Table 3: Specification Table of the Speaking Test

No.	Topics	Aspects				Total
		Fluency	Pronunciation	Accuracy	Vocabulary	
	Describing person					
	Telling procedure					
	Total					

b. Reliability

To fulfill the reliability of the test, the researcher used inter-rater reliability. In this case, the researcher and the collaborator conducted the performance test and measured the students' speaking skills based on the performance rubric. They then scored the students' speaking skills by using scoring rubrics and compared the scores. It was found out that the scores were similar. Based on the results, the speaking test could be regarded as consistent and reliable.

E. Data Collection Techniques

In this study, there were three techniques for conducting the data collection. They were observing the teaching and learning process, conducting interviews after the class meeting, and administering the pre-test and post-test. These data collection techniques are presented below.

a. Observation

The researcher did the observation to monitor the teaching learning process in VII A class. With this technique, the data were collected by observing the teaching and learning process in the classroom. The observation sheet was used to help the researcher in recording the activities. The observation was done for 80 minutes. During the observation, she observed the class situation and condition in the teaching learning process when the actions were conducted. Then she recorded the results of the observation in the form of field notes.

b. Interview

The researcher interviewed the students and the English teacher about the activities in the teaching and learning process by using the interview guide. It was done before and after the instructional sessions using the research treatment. The interview was done to know the effectiveness of the actions. The researcher asked the interviewees questions related to the use of affective strategies as contained in the interview guide. The information was transcribed into interview transcripts.

c. Pre-test and Post-test

The pre-test and post-test were administered before and after the researcher conducted the actions at the beginning and end of the program. They were used to measure the students' performances of their speaking skills on the topics taught. The pre-test and post-test were in the form of performance tests. During the performance, the researcher gave scores on their speaking skills by using the speaking rubric. The data of the pre-test and post-test were collected in the form of students' speaking scores.

F. Data Analysis Techniques

The data of the study were in the form of qualitative data and quantitative data. Qualitative data were collected from the observation and interview. Quantitative data were collected from the speaking test. These two types of data were analyzed by qualitative and quantitative data analysis techniques.

1. Qualitative Technique

The qualitative data which were in the form of observation results and interview transcripts were analyzed by using a qualitative data analysis technique as proposed by Miles and Huberman (1994). This qualitative data analysis technique consisted of three steps. The first step was done by collecting all the data namely the interview transcripts and field notes. The second step was data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. The third step was data display. In this step, the data were organized and compressed to produce the data display. This data display contained two text forms namely field notes and interview transcripts.

2. Quantitative Technique

The quantitative data were analyzed by using a descriptive data analysis technique. The students' performance scores were counted by using the speaking rubric. The results of the analysis were in the forms of scores ranging from 1 to 10. The data analysis used the means of the students' scores to determine whether or not there was any improvement in the students' speaking skills.

G. Validity and Reliability of the Data

1. Validity

To gain the validity of the data, the researcher applied three criteria of validity. These were three of the five validity types proposed by Anderson *et al.*,

(1994) as cited in Burns (1999:161). They were democratic validity, process validity, and dialogic validity.

Democratic validity was related to the stakeholders' chance (the researcher, the teacher, and the students) to give their opinions, ideas, and comments about the implication of the actions. To gain democratic validity, the researcher interviewed the English teacher and students of VII A of SMPM 3 Depok. In the interview, the English teacher and the students were given freedom to express their views and opinions about the actions done.

Process validity was related to the possibility to find out how adequate the process of conducting the research was. It was gained by doing observation and noting down everything that could be caught by the researcher's senses. In this case, the researcher observed the students' attitudes and the class condition during the teaching learning process. Then she noted down the data in the form of field notes.

Dialogic validity was the process of peer review that was commonly used in academic research. To gain this, the researcher asked other researchers to participate in the process of the study by giving critiques and suggestions. For doing this, she conducted a discussion with other researchers during the research to ask for her critiques and suggestions to the actions done.

2. Reliability

In obtaining the trustworthiness of the data, the researcher used time triangulation and investigator triangulation to get the reliability of the data (Burns, 1999: 163). First, for time triangulation, the researcher monitored the periods of

time in collecting the data in six meetings. In this process, she noted-down the developments of the changes of the processes over the research period of time. Second, for investigator triangulation, the researcher involved more than one observer in the same research setting to avoid biased interpretation. She asked another research team member to help the researcher in the reflection steps so that it could avoid biased interpretation.

The aim of triangulation was to gather multiple perspectives on the situation being studied (Burns, 1999: 163). The researcher used some techniques to get the same data. In this study, the researcher compared the data which were collected from the observations, interviews, and pre-test and post test. The data being compared were observation data in the form of field notes, interview data in the form of interview transcripts, and pre-test and post test scores.

H. Research Procedure

To carry out the action research, the researcher followed the steps of action research proposed by Kemmis and McTaggart (in Burns, 1999: 32-33). This consisted of the following four steps.

1. Reconnaissance

This step was conducted to identify the existing problems and to find out the most feasible problems to be solved. In this step, the researcher interviewed the English teacher and the students of VII A class and carried out classroom observation of the English teaching and learning process. She focused on the problems related to students' speaking skills. Then she and the English teacher selected some problems that were feasible to be solved.

2. Planning

In this step the researcher and the English teacher worked together to plan some actions to be used in the teaching and learning process based on the problems identified in the previous step. In this study, the actions were aimed at improving students' speaking skills by using affective learning strategies. The use of affective learning strategies would be accompanied by four accompanying actions namely using classroom English, using various media, giving feedbacks, and using pair and group work activities.

3. Implementing and observing the actions

In this step, the researcher implemented the actions that had been planned in the previous step (Kemmis and McTaggart (1988) in Burns (2010:8)). The actions were implemented in six meetings. The researcher observed and recorded the students' activities during the teaching and learning process and held interviews with the students of VII A after the meetings. The English teacher also helped her observe the class activities. Then the researcher analyzed the results of the observation and interviews to know the effectiveness of the actions.

4. Reflection

In this step, the researcher evaluated the actions that had been conducted in implementation step (Kemmis and McTaggart (1988) in Burns (2010:8)). In evaluating the actions, she and the teacher focused on the activities that were judged to be successful or less successful. The successful actions would be continued in the next teaching and learning process. The unsuccessful actions

would be used to determine whether the cycle was terminated or whether it was continued with a next cycle.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents findings in two sections of reconnaissance and research findings. In the reconnaissance, the researcher reviews the identification of the field problems and the possible solutions to solve the problems. Meanwhile, the research findings are presented in three sections. The first section presents the reports related to the use affective strategies in the teaching and learning process. The second section presents the improvement of the speaking skills as a result of the use of affective strategies. The last section presents the students' responses to the use of affective strategies in the teaching of speaking. At the end of the chapter, the researcher presents a summary of the findings of the study.

A. Reconnaissance

At the beginning of this study, the researcher had a discussion with the English teacher about the teaching learning process of English in VII A Class, conducted interview with the students of VII A class, and did observation of the teaching and learning process of English. The results are presented in the following.

1. Identification of the Field Problems

Based on the discussion and observation during the study, the researcher identified 22 problems related to the teaching learning process of English in the VII A class. The problems are shown in Table 4.

Table 4: The Problems Concerning the Teaching Learning Process of English in 7A Class of SMP Muhammadiyah Depok 3

No	Problems	Code
1.	The students were not motivated in speaking English.	S
2.	The students were worried to speak English.	S
3.	The students felt pessimistic about their speaking capability.	S
4.	The students were not confident to speak English.	S
5.	The students were shy to speak English.	S
6.	The students were afraid of making mistakes in speaking.	S
7.	The students could not respond to the teacher's questions.	S
8.	The students did not understand the teacher's explanation.	S
9.	The students had difficulties in pronouncing words.	S
10.	The students had limited vocabulary.	S
11.	The students were not active in speaking activities.	S
12.	The students were not aware of the use of learning strategies.	LS
13.	The teacher gave students little chance to practice English orally.	TT
14.	Classroom English was not maximally used in the teaching and learning process.	T
15.	The materials were taken only from the LKS.	Mt
16.	The teacher rarely gave interesting speaking activities.	TT
17.	The teacher used the same technique for every meeting.	TT
18.	Interesting media were rarely used in the teaching learning process.	Md
19.	The activities in the teaching and learning process were monotonous.	TT
20.	The teacher could not manage the classroom because of the large number of students.	T
21.	The teacher focused on writing activities.	T
22.	The teacher rarely gave feedbacks to the students.	T

S: Students

M: Materials

T: Teacher

Md: Media

TT: Teaching Technique

LS: Learning Strategies

From Table 4, it can be seen that the problems occurring in the teaching learning process of English are related to the students, the materials, the teacher, the teaching technique, the media, and the students' learning strategies. Since the researcher focused only on the students' speaking skills, she selected the problems that were related to the problems occurring in the teaching and learning process of speaking. This can be seen in Table 5.

Table 5: The Problems Related to the Teaching and Learning of Speaking

No.	Problems	Code
1.	The students were not motivated in speaking English.	S
2.	The students were worried to speak English.	S
3.	The students were shy to speak English.	S
4.	The students were afraid of making mistakes in speaking.	S
5.	The students were not confident to speak English.	S
6.	The students could not respond to the teacher's questions.	S
7.	The students had difficulties in pronouncing words.	S
8.	Interesting media were rarely used in the teaching learning process.	Md
9.	The students were not active in speaking activities.	S
10.	The students were not aware of the use of learning strategies.	LS

S: Student Md: Media LS: Learning Strategies

2. Determining the Actions to Solve the Problems

After identifying the selected field problems, the researcher and the teacher had a discussion on the solvable problems and determined some actions to overcome the problems. There were five actions to solve the selected problems above.

The first action was related to use of learning strategies for students' motivation, self-confidence, and fear of making mistakes. The second action was related to use of classroom English for students' inability to respond to the teacher's questions. The third action was related to the use of media in the teaching learning process. The fourth action was related to the use of pair and group work to improve students' participation and to deal with their shyness. The fifth action was related to the use of teacher's feedbacks and corrections for students' difficulties in pronunciation.

For the learning strategies, three skills were used. The first skill was related to the students' worry in speaking. The teacher taught the students to use anxiety-reducing strategies. The second skill was related to the students' low motivation and self-confidence in speaking. The teacher asked the students to use self-encouragement strategies. The third skill was related to the students' fear in speaking. The teacher asked the students to use monitoring emotions strategies.

Table 6: The Actions Applied in the Study

No.	Actions
1.	Using affective strategies <ul style="list-style-type: none"> Anxiety-reducing strategies Self-encouragement strategies Monitoring emotion strategies
2.	Using classroom English
3.	Using various media
4.	Using pair and group work activities
5.	Giving feedbacks and corrections

3. The Relationship between the Problems and the Actions

After the actions had been designed, the researcher matched the problems with the actions designed. The following Table 7 shows the relationship between the problems and the actions.

Table 7: The Relationship between the Problems and the Actions

No.	Problems	Actions
1.	<ul style="list-style-type: none"> The students were worried to speak English. The students were not motivated in learning and speaking English. The students were not confident to speak English. The students were afraid of making mistakes in speaking. 	Using affective learning strategies: <ul style="list-style-type: none"> Anxiety-reducing strategies Encouraging one-self strategies Monitoring emotion strategies
2.	<ul style="list-style-type: none"> The students could not respond to the teacher's questions. 	<ul style="list-style-type: none"> Using classroom English
3.	<ul style="list-style-type: none"> Interesting media were rarely used. 	<ul style="list-style-type: none"> Using various media
4.	<ul style="list-style-type: none"> The students were not active in speaking activities. The students were shy to speak English. 	<ul style="list-style-type: none"> Using pair work and group work in speaking activities
5.	<ul style="list-style-type: none"> The students had difficulties in pronouncing words. 	<ul style="list-style-type: none"> Giving feedbacks and corrections

From Table 7, it can be seen that the first action was using the three sets of affective learning strategies namely anxiety-reducing strategies, self-encouragement strategies, and monitoring emotion strategies. These learning strategies were useful to help the students overcome their speaking difficulties. The strategies were used to reduce the students' worry in speaking, improve students' motivation and self-confidence, and overcome students' fear in speaking.

The second action was using classroom English during the teaching learning process. The action had the aim to accustom the students with the common expressions used in the classroom and to make them familiar with English. When the students got familiar with English, they could use it to communicate with and respond to the teacher's questions. The researcher used classroom English in opening the lesson, explaining the materials, giving instructions, asking questions, giving feedbacks and comments on the students' performances, and leave-taking.

The third action was using various media during the teaching and learning process. The media were used to capture the students' attention and to introduce new language functions. The researcher used three kinds of media namely pictures, hand puppets, and flashcards.

The fourth action was using pair and group work activities. It was aimed at giving the students more opportunities to speak and increasing their interaction. The students were expected to speak without being shy in their pairs and groups so it could increase their individual speaking time.

The fifth action was giving feedbacks and corrections to the students' performances. This action had the aim to give correction to the students including pronunciation and grammar. They were expected not to make the same mistakes. Then it was expected to improve their pronunciation.

B. Research Findings

In this chapter section, the researcher presents the findings of the study as related to the answers to the research questions in Chapter II. The findings are related to how the affective learning strategies are used in the teaching and learning process of speaking, how the use of affective learning strategies improves the students' speaking skills, and what the students' responses toward affective learning strategies are. The findings are presented in three parts: the actions of the study that report the use of the affective strategies in the teaching learning of speaking, the improvements of the students' speaking skills as a result of using the affective strategies, and the students' responses to the use of the affective strategies in the teaching of speaking.

1. The Use of Affective Learning Strategies in the Teaching and Learning Process of Speaking

In line with the previous discussion in Chapter III, the use of the affective learning strategies had two aims. The first was related to the solution to the problems of the students' worries, shyness, fear, motivation, and self-confidence. The second was related to the improvement of the students' speaking skills.

Similarly, as has been described in Chapter III, the researcher taught the students to use the three sets of affective learning strategies. They were using

anxiety-reducing strategies, using self-encouragement strategies, and using monitoring emotion strategies. She added four accompanying actions that helped the students in the teaching and learning process of speaking. These are described as follows.

a. Anxiety-Reducing Strategies

Since many students were worried when they had speaking practices, they needed to use anxiety-reducing strategies. The aim of using these strategies was to reduce the students' anxiety and worry when they had to speak. The strategies were also aimed at making them relaxed so that they could be brave to speak.

In this study, the researcher taught the students to use the four sets of anxiety-reducing strategies. The first was listening to classical music. The second was using a deep breathing technique. The third was relaxing. The fourth was using laughter. These are described below.

1) Listening to Classical Music

The purpose of listening to classical music was to calm the students and put them in a positive mood for learning. The researcher introduced the strategy to the students at the beginning of the first meeting. She asked questions to them about what they knew about classical music. She explained that they could listen to classical music to help them be calm. The evidence can be seen below.

The researcher played classical music. A student said, "Is it classical music miss?" The researcher turned the music off and responded "Yes, do you like listening to it?" "Not really miss," said another student. "Do you know the benefits of listening to classical music?" asked the researcher again. Some students answered "I know, it is used for relaxing"

(Appendix B/Field note 4)

After explaining what and how to get relaxed by listening to classical music, the researcher played classical music for five minutes. The music was an instrumental of Sebastian Bach and Mozart. The classical music was also played before the students did their speaking performance. The students looked interested when the music was played. They listened to the music quietly until the end. After they had listened to the classical music, the researcher and the students made a deal to listen to classical music at the beginning of every lesson and before they did speaking performance.

“Right, I will play it again okay to make us relaxed.” Then the researcher turned the music on again. They listened to the music for five minutes. The researcher asked “How do you feel now after listening to this music?” “It was easy listening miss, it makes me calm.” a girl answered. “I feel sleepy Miss hehe,” said another student. “So the music makes you relaxed right? Are you ready to learn now?” said the researcher. The girl nodded her head.

(Appendix B/Field note 4)

The finding shows that listening to classical music helped the students relaxed and put them in a good mood to learn. It can be seen that classical music could help them relaxed. When they were relaxed, they were ready to learn the materials and do the speaking tasks.

2) Using a Deep Breathing Technique

In this action, the researcher taught the students to use a deep breathing technique before they started the lesson and during the speaking performance. The use of the strategy had an aim to calm the students and reduce their speaking anxiety. This strategy was done as an accompaniment for the strategy of listening to the classical music. Firstly, the researcher explained why and how to use this

technique. She asked them to use this strategy when they were nervous in speaking practices.

After explaining the deep breathing technique, the researcher gave an example by practicing the deep breathing technique together with the students. She asked them to sit calmly and close their eyes while the classical music was played as the sound background. She gave instructions to take a breath deeply and slowly, hold it for ten seconds, and blew it out softly. This strategy was done for three to five minutes.

The researcher explained the use of the deep breathing technique as a way to relax. She played the classical music and then she practiced the deep breathing technique together with the students. “Close your eyes, take a breath deeply, hold on for ten seconds, and blew it out softly.” The students practiced what the researcher did for five minutes.

(Appendix B/Field note 4)

The finding showed that the use of the deep breathing technique could reduce the students’ worries when they would make a speaking performance. The evidence can be seen below.

“How do you feel? Are you still nervous?” asked the researcher. “No miss!” answered some students. “Are you still worried?” asked the researcher again to the student who will perform first. “A little, but it is ok.” “Are you ready to perform?” She nodded her head.

(Appendix B/ field note 3)

From the quotation of the field note above, it could be seen that the use of the deep breathing technique before the speaking performance tasks could reduce their worry and anxiety in doing their performance. The use of the deep breathing technique together with classical music as the sound background could create a relaxing learning atmosphere. As a result, the students felt ready to do the

speaking performance in front of the class. The following interview transcript also shows that the students were able to get relaxed by using the deep breathing technique.

R: What do you think of the deep breathing technique?

S: I usually use the technique before you teach me the strategy Miss.

R: Oh really? Does it help you to learn English?

S: He eh, when I had to speak in front of the class I always used this technique to stay calm.

(Appendix C/ Interview transcript 6)

3) Using Relaxation Technique

The next strategy was a relaxation technique. The strategy was used to relax students' tight muscles which were caused by their anxiety. The researcher introduced the relaxation technique to them. She asked them to use the strategy by doing the stretching technique.

She asked the students to do four relaxing movements namely stretching their arms, tightening their muscles and then loosening them, shaking their heads up and down, and stretching their feet. They enjoyed this strategy. They all did the relaxing movements which were shown by the researcher. The relaxing movements which were done by the students could relax their muscles and keep them sitting calmly at the desk. The finding can be seen in the field notes below.

After they had done the relaxing movements, the students kept silent. The researcher said "How do you feel?" "emm yea, miss" said one boy. "What?" asked the researcher. "Yea a little bit relaxed, I do not feel stressed just like usual" he answered. There were no longer students who walked around the class and talk to each other. They all sat calmly in their desks.

(Appendix B/ Field note 5)

In the next meeting the researcher combined the relaxation technique with classical music because the students said that they felt more comfortable doing the

stretching movements accompanied by the music. It could relax their tight muscles caused by their worries.

4) Using Laughter

This strategy had the aim to bring enjoyment to the students so that they were not afraid to speak. The researcher stimulated the students' laughter by giving games and group competitions as enjoyable activities.

The students seemed very curious when the researcher told them that they were going to play games. She first explained to them the rules of the game and gave an example of how to play the game. For example, in the survey game, the students had to ask their friends about their favorite foods. They used the expressions of likes and dislikes. They asked their friends as many questions as possible. The student who could ask the largest number of friends when the time was called won the game. All of the students played the game happily. They were eager to move around and ask their friends questions. These non-threatening activities brought them to a great enjoyment so that they were not afraid to speak. Many students laughed. There were a lot of laughter during the game and group competitions. The evidence can be seen below.

When the students asked each other questions about their favorite foods, they laughed loudly especially when they could not mention the names of the foods correctly. They were busy walking around the class and asked questions. Some of them also asked questions to the researcher about her favorite food. They looked happy and glad to do the game.

(Appendix B/ field note 4)

The finding shows that the students had much laughter during the game. They were happy to play the game and competition. As a result, they could speak without being afraid.

The following quotation of interview transcript also shows that the students enjoyed playing the game. It was easy for them to speak during the game.

R: Did you like the game that you played today?

S1: Yes, I like it so much.

R: Why?

S1: It was fun

R: Was it difficult?

S1: No, it wasn't.

R: When you were playing the game, could you speak English to your friends?

S2: Yes, I could.

R: Are you still afraid to speak English?

S2: No, I am not Miss.

(Appendix C/ interview transcript 8)

From the quotation above, it can be seen that games could bring pleasure and laughter into the teaching and learning process. The students were happy to play the game. By playing the games, they could speak to their friends easily. They were not afraid to speak because they did it through enjoyable activities.

b. Using Self-encouragement Strategies

The researcher taught the students to use self-encouragement strategies to keep their spirits up and motivate them in the teaching and learning process of speaking. The use of self-encouragement strategies could lead the students to keep on trying in speaking. Self-encouragement strategies also helped them to improve their self-confidence.

In this study, the researcher used three types of self-encouragement strategies. First was saying positive statements. Second was taking risks wisely. Third was rewarding one-self. These are described as follows.

1) Saying Positive Statements

The students often felt that speaking English was difficult for them. They were not confident to speak because they were pessimistic about their speaking skills. To deal with this problem, the researcher told them various kinds of positive statements that they could use. She asked them to say those statements regularly especially before speaking tasks. The positive statements were completed by Indonesian translation. The positive statements were written as follow.

- | | |
|---------------------------------|------------------------------------------------------|
| 1. I'm a good speaker. | <i>Aku pembicara yang baik.</i> |
| 2. It's OK if I make mistakes. | <i>Tidak masalah kalau saya membuat kesalahan.</i> |
| 3. I can do it. | <i>Aku bisa.</i> |
| 4. I'm confident enough. | <i>Aku cukup percaya diri.</i> |
| 5. I'm sure I can perform well. | <i>Aku yakin bisa mengerjakan tugas dengan baik.</i> |

Figure III. the List of Positive Statements

The researcher asked the students to repeat these positive statements many times during the teaching and learning process. It was aimed at improving their self-confidence and motivating them to speak. By saying positive statements regularly, it was expected that they changed their attitudes about the teaching and learning process of English and their self-confidence would improve. However,

most of the students did not want to use this strategy because they felt strange to say these statements. The evidence can be seen below.

“Aldi, say your positive statement” said the researcher. “Emmm..” said the student. “Take a look at the board” said the researcher. The student looked at the board and kept silent. “It is weird Miss, I do not like it”.

(Appendix B/ Field note 4)

The following interview transcript also shows that the students did not use the strategy of saying these statements. They were shy to use the strategy.

R: Do you think that saying positive statements can make you confident?
 S1: No, I do not. I cannot say it, I am shy.
 S2: It cannot make me confident.
 R: So, you do not want to use this strategy?
 Ss: No, I do not.

(Appendix C/interview transcript 8)

The finding shows that the students would not use the strategy of saying positive statements to improve their self-confidence. Due to this situation, the researcher decided not to use this strategy anymore.

2) Taking Risks Wisely

The researcher taught the students to take risks wisely in the teaching and learning process. Since most of the students did not have the habits of taking risks in answering the teacher’s questions or in performing their speaking skills in front of the class, the taking-risk strategy was helpful.

She asked the students to take risks in the speaking practices even though they might make mistakes. She explained that they should be brave to speak. The findings show that some of them used this strategy when they were asked to do the speaking performance and answer questions.

The students pushed themselves to take a risk in the speaking practices even though they knew they might make mistakes. Risk taking could increase the students' participation. As a result, they were brave to speak and answer the teacher's questions. The interview transcript below shows that they performed the risk taking strategy.

R: Do you take a risk in speaking?

S: Emm..yes sometimes.

R: When do you usually take a risk?

S: When the teacher asks me to come to the front of the class. I just pray after that I just come and speak.

(Appendix C/interview transcript 9)

The finding shows that the students used the risk taking strategy. When they were afraid of speaking in front of the class, they took appropriate risks even though they knew they might make mistakes.

3) Rewarding Oneself

The students were not motivated in doing the speaking performance. The researcher then taught them to use a self-rewarding strategy. It was done to motivate them to improve their performance. This strategy was used after they did speaking tasks successfully. The use of this strategy was aimed at giving the students valuable reward that came from within.

In this action, the researcher gave each student a small notebook. She also gave a small card to be used for each class session. At the end of the class session, she asked them to write one positive comment related to his or her performance on the card and stuck it on his or her book. She gave them examples of positive comments. They could write the one that they liked best. They were eager to write

positive comments about themselves. Even, some of them wanted to write their own positive comments which were different from those that were given by the researcher. The evidence can be seen below.

Then the researcher distributed a small card to each student to write his or her positive statement and stuck the card in the book. “We have to write positive statements, isn’t it right Miss?” asked a girl. “Right, statements that can make you motivated. Then you stick the card in your book” answered the researcher. “May I write my own statement Miss?” asked a boy. “No problem, that’s good.” said the researcher.

(Appendix B/ Field note 6)

This finding shows that the self-rewarding strategy could motivate the students as well as improve their self-confidence. They were happy to see the positive comments on their books after they had successfully done the speaking performance. The evidence can be seen in the following interview transcript.

R :What do you think about writing your positive comments after doing the tasks? Do you like it, Evi?

S1 : I like it Miss.

R : What about you Rahma?

S2: I like it too. It is cool when I see positive comments about myself. It motivates me to fill my notes with positive comments.

S3: I feel proud when I can write my note full of positive comments. I feel like I’m smart.

R: Do the statements make you confident?

S3: Yes.

(Appendix C/Interview transcript 12)

The finding shows that the students liked to write positive comments about their performances because the strategy was interesting. The strategy motivated them and made them confident to speak.

c. Using Monitoring Emotion Strategies

The students often felt afraid when they had speaking performances but they were not able to control their feelings. The researcher taught them to use

monitoring emotion strategies namely listening to your body, using a checklist, and writing a language learning diary. The three strategies helped them realize when they were afraid and then used the strategies to deal with this feeling. These are described below.

1) Listening to Your Body

The students often felt negative feelings in the speaking performance such as tension, fear, and anxiety. The researcher explained the listening to body signal strategy to them. It was aimed at reducing their fear in speaking. She asked them to pay attention to their body signals when they were afraid of speaking performances. For example, when they got trembling during the speaking performance, they had to control themselves by using the deep breathing technique. When they knew that they were scared or afraid, they could get relaxed for a while by using the deep breathing technique. This evidence could be seen below.

R: Are you trembling when you are speaking in front of the class?
 S: Yes, I am always trembling because I am afraid of making mistakes.
 R: Do you use the strategy to stay calm?
 S: Yes Miss, I breathe deeply to overcome my fear and I pray.
 R: Do you think that the strategy is useful for you?
 S: Of course.

(Appendix C/interview transcript 14)

The finding shows that the use of the listening to body signal strategy could help the students aware of their fear and control them. Most of them were trembling in the speaking performance so they could not speak fluently. They could solve this problem by using the deep breathing technique.

2) Using a Checklist

The researcher asked the students to fill in the feeling checklist regularly after they had speaking lessons. The checklist was taken from Oxford (1990) with some modifications. This checklist could help them to assess their emotions and feelings about their learning. At first, they felt confused with what the checklist was about. They completed the paper by copying their friends' checklist. Then the researcher explained it carefully and slowly until they understood. The evidence can be seen below.

“Must we give ticks to them all Miss?” asked a girl. “Yes, you have to put a tick on the feeling that you feel. You get the translation there.” answered the researcher. A minute later, another student asked “What should we do with this?” while many students moved from their seat and they completed the checklist by looking at their friends' paper. The researcher explained that they had to complete the checklist by themselves.

(Appendix B/Field note 3)

After the students completed the checklist, the researcher discussed it with them. She asked some students to mention the feelings that they felt during the speaking lesson. Most of them said that they were tired, afraid, and not confident. She then told the students how to overcome their negative feelings found in the checklist. She reminded them to use the strategies such as the deep breathing technique and saying positive statements. In the next meeting, the students completed their checklist without looking at their friends' paper. It seemed that they understood about the use of the feeling checklist to find out and overcome their feelings. This can be seen in the following interview transcript.

R: What feelings do you tick in the checklist?

S1: Emm..afraid and tired

R: Is the checklist useful for you?

S: Emm yes, because I know how to overcome my fear.
 R: What about you Ristina?
 S2: I tick happy feeling Miss.
 R: Really? Why are you happy?
 S2: Hehe because we were playing games Miss.

(Appendix C/ interview transcript 8)

The finding shows that the feelings checklist strategy was useful to help the students to be aware of their negative feelings during their learning of speaking. After they knew what they felt, they could overcome their speaking difficulties by using certain strategies such as the deep breathing technique.

3) Writing a Language Learning Diary

The researcher distributed a notebook for each student. It was used as the students' diary to write their feelings and progresses in the teaching and learning of speaking. When she distributed the notebooks and explained the use of the diary, they looked interested and curious. However, when she checked their notebooks, most of them did not write anything in the books. It was difficult for them to write learning diaries. They said that they did not know what to write. The evidence can be seen below.

“Why don't you write anything?” asked the researcher. The girl smiled shyly. “I do not know what to write hehehe” answered her. Then the researcher checked other students' books. It was the same. Most of them did not write anything in it.

(Appendix B/field note 4)

The finding shows that the students did not understand the use of the language learning diary to overcome their fear in speaking. Due to this condition, the researcher decided not to use learning diaries.

d. Using Classroom English

The use of classroom English is aimed at making the students familiar with English in the classroom. When they were familiar with the English used in classroom, they would be able to use it later. By using classroom English, they were expected to be able to respond to the teacher's questions.

The researcher used classroom English in the beginning of the lesson, in the main activities, and in the end of the lesson. In the beginning of the lesson, she used expressions to greet the students, to ask questions about their condition, and to check students' attendance. For example, to greet and check students' attendance, she used the expressions namely "Good Morning, class.", "How are you today?", "Who is absent today?", and "Why is she absent?" The expressions of "Goodbye." and "See you tomorrow." were used for leave taking. In the running of the lessons, she used classroom English including in explaining materials, asking questions, giving instructions, and giving comments. At first, the students did not understand what she said. They asked her to translate what she said. She repeated the expressions more slowly and added with the use of Indonesian. By adding the Indonesian translations, she could make them understand what she said. The evidence can be seen below.

"Have you finished?" asked the researcher to a student. The student looked at the researcher, "What? I do not know." he answered. "Have you finished?" asked the researcher again slowly. The student asked his friend sitting next to him, "Opo Di?" His friend shook his head. The researcher asked in Bahasa Indonesia, "*Udah selese?*" "Ohh..belum Miss," he answered. "Say, finished kalo udah selese or not yet kalo belum selese," said the researcher. "Not yet." repeated the student.

(Appendix B/Field note 5)

From the quotation above, it can be said that the use of classroom English combined with the Indonesian translation could make the students understand what the researcher said. The researcher asked questions to the student twice but he did not understand. After she translated the questions into Indonesian, he was able to respond to the questions.

The researcher also used classroom English for giving instructions. At first, many students did not know what to do. She repeated the expressions more slowly and used gestures. After she repeated the expressions many times, most of them were accustomed with the expressions.

In the next meeting, the students could understand what the researcher said without asking for the translations. Even, they could use some expressions when they were speaking with their friends. The evidence can be seen below.

The researcher said “Now, please stand up. We will start the competition.” Almost all of the students stood up. There was a boy who still sat on his chair. His friend said to him “Stand up, Aldi.” The boy stood up slowly.

(Appendix B/ field note 4)

From the quotation above, it can be said that the students could understand the instructions in English without translations. They could communicate by using these expressions in English.

The use of classroom English combined with the Indonesian translations and the use of gestures can make them understand and be familiar with English expressions. The evidence can be seen below.

R: Do you understand when I speak in English?

S1: At first no but now I understand. You speak English many times.

R: Do you understand when I give you instructions in English (the researcher moves her hands up and down)?

S1: Sure! I know it. You are trying to ask us to stand up, right?

R : Correct. What about this (she put her pointer on her lips)?

S1: Ahh..do not make a noise.

(Appendix C/interview transcript 10)

From the findings, it can be seen that the use of classroom English could make the students familiar with English words. They were not confused anymore when the researcher spoke in English. They could respond to the teacher's questions and instructions appropriately.

e. Using Interesting Media

The researcher used three kinds of teaching media during the teaching and learning process. They were pictures, flashcards, and hand puppets. They were used to gain students' attention in the beginning of the lesson. The media were also used in presenting words and expressions. The researcher used some big colorful pictures to direct students' attention to the topic of the materials. Then she used many colorful pictures to introduce English words to the students. The students had to stick the pictures and match them with the appropriate names of the pictures in the white board. After the pictures had been named, she asked them to say the name of each picture to check their pronunciation. All of them were excited and curious in this activity. They always asked to stick the pictures because they were happy when they could match and mention the names correctly. This can be seen in the evidence below.

The researcher stuck some pictures of parts of a face on the board. She asked the students to identify the names of each picture. Many students raised their hands at the same time. "I want to stick it Miss!" they shouted. Two boys went ahead and asked the names to the researcher. Almost all of the students went to the front of the class to identify the names of the pictures.

(Appendix B/Field note 5)

Form the finding above, it can be seen that the use of pictures could direct the students' attention to the materials. They were more engaged in the teaching and learning process. They were eager to join in the activities.

The researcher used flashcards to present vocabulary to the students. She showed the flashcards one by one and asked them questions about the names of the pictures on the flashcards. They enthusiastically mentioned the name of each flashcard. When they did not know the name of the picture, the researcher told them. The evidence can be seen below.

The researcher took a pile of flashcards. She showed the flashcards one by one to the students. When she showed a card of ice cream, the students said "Ice cream Miss, hmm." Then she showed a card of cake. No one could mention the name of the card. "What is it?" asked the researcher. A girl then replied "Roti Miss." "In English please," said the researcher. The students kept silent. "A cake," said the researcher. The students repeated after her.

(Appendix C/ Field note 4)

From the quotation above, it can be seen that the use of flashcards could stimulate the students to speak. They could mention the words. It helped them in memorizing new vocabulary that they learned.

Hand puppets were used when the researcher presented dialogues. It could capture the students' attention. They even asked to borrow the hand puppets when they were performing the dialogue. This can be seen in the evidence below.

When the two girls performed the dialogue, they asked the researcher to lend them the puppets. "Miss, can we borrow the puppets?" one of them asked. "Sure. Do you want to act the dialogue using these puppets?" replied the researcher. The girls smiled shyly and nodded their head. They act the dialogue using the puppets while the other students paid attention to them.

(Appendix B/ field note 4)

The use of interesting media could keep the students' attention during the teaching learning process. It was also helpful to be used in presenting expressions and words. Interesting media made them actively engaged in the teaching and learning process. This can be seen in the following interview transcript.

R: What do you think of our lesson today?
 S: It was fun. I like the pictures, I like to stick them.
 S: Yes, it was interesting.
 R: Do the pictures help you to learn English?
 S: Sure, they help me in memorizing the words.

(Appendix C/interview transcript 10)

f. Using Pair and Group Work in Speaking Activities

Pair and group work were used in the teaching and learning process to create more interaction. By working in pairs and groups, the students could do the speaking tasks together. It gave them more chance to speak English. It also made them brave to speak because they did not feel shy. This can be seen in the following quotation of field notes.

The researcher asked the students to do the task in groups of four. The students divided themselves in groups with the friends sitting next to them. They started to do the task. They were busy talking with their groups. "If we do the tasks in group it is better." said a boy. "Why?" asked the researcher. "If we do the tasks in groups we do not perform individually. I am not shy anymore hehehe."

(Appendix B/Field note 6)

The first time the researcher asked the students to work in pairs, they tended to work with their friends sitting next to them. Moreover, they chose the friends whom they liked when they were asked to work in groups. The boys were in one group while the girls were in another group. To deal with this situation, the researcher divided the students by asking them to count 1 until 4. The number-one

students would be in one group while the number-two students would be in another group and so on. By doing this, they could communicate not only with few students but also among all of them.

g. Giving Feedbacks and Corrections

Since the students had problems in pronunciation, the researcher decided to give feedbacks and corrections on their pronunciation. She gave feedback on their pronunciation, after they had finished performing their works, by asking questions to them about the correct form of their mispronunciation. She did not point out at each student's mistakes but collected all the mistakes that they had made. Then she corrected all the mistakes at one time and gave examples of the correct pronunciation. The students imitated how she pronounced the words correctly. If a student still mispronounced words, she asked her/him individually to pronounce the words. By giving feedbacks and corrections, she made the students understand the correct pronunciation of words. As a result, they did not make the same mistakes in the next meetings. They also actively asked her to pronounce some words that they did not know. The evidence can be seen below.

A boy asked questions to the researcher about how to pronounce some words namely *curly*, *eyes*, and *ears*. The researcher pronounced the words and the students repeated after her. When a girl asked the researcher how to pronounce the word *naughty*, a boy answered without being asked. He pronounced the word correctly.

(Appendix B/Field note 5)

The findings show that giving feedbacks and corrections was effective to improve the students' pronunciation. They repeated the pronunciation of the words after the researcher. Later on, the researcher asked the other students to

correct their friends' pronunciation. By doing this, the students did not mispronounce the words anymore when they were speaking.

2. The Improvements of the Students' Speaking Skills

In this finding, the students' speaking skills were related to some aspects including fluency, accuracy, pronunciation, and vocabulary. The results of the study are presented in qualitative and quantitative data.

a. Qualitative Data

The qualitative data were collected from the interviews. The results could be seen in the form of interview transcripts. The findings were related to the improvement of students' fluency, accuracy, pronunciation, and vocabulary.

The first aspect was fluency. Previously, the students spoke hesitantly with many stops and pauses. It was caused by their anxiety and fear. After the researcher completed the actions, they were able to speak more fluently without hesitation. They started to speak at the normal speed. The improvement can be seen in the following data.

R: Do the affective strategies improve your English?

S: Yes Miss.

R: What kind of improvement?

S: Mmm...I can speak more fluently Miss. I'm not trembling anymore.

R: Why?

S: I use deep breathing to stay calm and memorize the words I want to say.

R: So it can improve your speaking skills?

S: Yes

(Appendix C/Interview transcript 10)

The following interview between the researcher and the collaborator also shows the improvement of the students' fluency. The collaborator admitted that,

after using the affective strategies, the students were no longer afraid to speak and they were more fluent.

R: Do you think that the use of affective strategies can improve their fluency?

C: Yes, the students start to speak fluently. They are not afraid to speak in front of the class anymore. They did not pause as when they were afraid.

R: I see, they also seldom asked questions about the words.

(Appendix C/Interview transcript 11)

From the quotation above, it can be seen that affective learning strategies could improve the students' fluency. The use of anxiety-reducing strategies could make the students brave to perform. When their anxiety was reduced, they were able to control themselves to speak at the normal speed without pausing. The researcher's action of presenting vocabulary in the beginning of the lesson also contributed to the students' fluency. When they could remember many words, they could speak more fluently.

The next improvement was in the students' vocabulary. Many students seemed to remember many words when they used the expressions. As the use of pictures could help them to remember the words easily, they performed the indicator of vocabulary. They could speak without searching for words. The improvement of vocabulary was in line with the improvement of fluency. It was because when they remembered more words, they could use them and spoke more fluently without stopping to search for words. The following data presents their improvement in vocabulary.

R: Can you memorize the words?

S1: Yes, I can remember many words and the pictures.

S2: Yes.

R: Does it improve your English?

Ss: Yes Miss.

R: What words do you remember most?

S2: Emm..cooking utensils like *stove*, *knife*, *pan*, and *spatula*.

(Appendix C/Interview transcript 14)

From the quotation above, it can be seen that the students' vocabulary improved. They could remember many English words.

Moreover, the collaborator's opinion was in line with the students' responses. The collaborator said that the students were able to use many words when they spoke. This can be seen in the following quotation of interview transcripts.

R: What about the students' vocabulary Miss?

C: They can use many words now and seldom ask questions about the words.

R: Yes Miss, they seldom ask questions about the words.

(Appendix C/Interview transcript 11)

The next improvement was in the students' pronunciation. After getting feedbacks and corrections, the students no longer mispronounced words. Many of them could use appropriate intonation and pronounced many words correctly. The improvement can be seen in the following data.

R : Did your pronunciation improve?

S : Emm..yes

R: For example?

S : I could not say curly, I said /kurli/. Now I can say /'k3:li/ hehehe

R: Can you pronounce the words correctly now?

S: Umm..yes for some words. I can say some difficult words like firefighter and architect. After you taught me how to say the words, I repeat it many times.

(Appendix C/Interview transcript 14)

Moreover, from the collaborator's opinion, it also shows the improvement of the students' pronunciation. The collaborator said that the students' pronunciation was quite good.

R: Is there any improvement on their pronunciation Miss?

C: Their pronunciation is quite good Miss.

R: But some students still mispronounced some words like *eye*.

C: Yeah, but after their friends correct them, they can say it.

(Appendix C/Interview transcript 13)

The quotation above shows that the students' pronunciation improved. It was because the researcher gave feedbacks and corrections on their pronunciation after the speaking performance. The other students who knew the correct pronunciation were also asked to help their friends.

The improvement was also in the students' accuracy. Many students could use language functions appropriately. At the first time, many of them were confused about the use of "is" and "has". Some students said "She is white skin." and "He has tall." They also tended to say "You like ice cream?" instead of "Do you like ice cream?" After the researcher gave corrections on their grammar many times, they could speak with correct grammar. The improvement of the students' accuracy can be seen in the following interview transcript.

R: Are you still confused with the use of "is" and "has"?

S: Hehe no Miss.

R: Can you use them correctly?

S: Yes.

R: Give me an example.

S: Mm..my mother is a nurse, she has white skin.

R: Good.

(Appendix C/Interview transcript 12)

The following data also shows that the students' accuracy improved. The collaborator admitted that they were able to speak using the correct grammar.

R: What about their grammar? Can they use grammar correctly?

C: I think they have used grammar correctly. They start to speak with correct grammar.

(Appendix C/Interview transcript 15)

In addition, the use of affective learning strategies and accompanying actions also made improvements on the students' self-confidence and motivation. The improvement could be seen in the students' self-confidence. By using anxiety reducing strategies, the students could overcome their worries and fear in speaking. They were able to control their feelings and stay calm. As a result, they felt more confident in speaking. They were no longer afraid and shy to speak English. The improvement can be seen in the following interview transcript.

R: Do you feel more confident after using the strategies?

Ss: Yes.

R: Why?

S1: I'm not afraid to speak in front of the class.

R: Which strategy do you use?

S2: The deep breathing technique. It makes me calm so I feel more confident.

R: Did you feel any difficulties in using relaxation strategy?

S: No.

R: After using that, are you still afraid to speak English?

S: No more because I feel relaxed.

R: Oh I see.

(Appendix C/Interview transcript 8)

The next improvement can also be seen in the students' motivation. The use of affective strategies and accompanying actions made the students motivated to speak English. Self-rewards in the form of positive comments could boost their motivation. The students liked to give themselves good comments after doing the speaking performance. They were very proud to see their books full of positive comments. This can be seen in the following interview transcript.

R :What do you think about writing your positive comments after doing the tasks? Do you like it, Evi?

S1 : I like it Miss.

R : What about you Rahma?

S2: I like it too. It is cool when I see my note. It motivates me to speak more so I can fill my notes with positive comments.

S3: I feel proud when I can write my note full of positive comments. I feel like I'm smart.

(Appendix C/Interview transcript 12)

The following data also shows that the students' motivation improved. The collaborator admitted that the strategies could make them motivated. They actively asked questions and performed the speaking tasks.

R : What do you think of their motivation?

C : They were motivated to perform and ask questions.

R: So the strategies can motivate the students?

C : Yes, by giving them self-reward they were not lazy to speak since they wanted to write many positive comments.

(Appendix C/Interview transcript 13)

b. Quantitative Data

The quantitative data are in the forms of students' pre-test and post test scores. In this case, the researcher compares their pre- and post test scores in several aspects including fluency, accuracy, pronunciation, and vocabulary. The improvement of these indicators can be seen in Table 8.

Table 8: The Mean Scores of the Speaking Skill Aspects

Scores	Aspects			
	Fluency	Pronunciation	Accuracy	Vocabulary
Pre-test Mean Scores	6.16	6.3	6.15	5.97
Post-test Mean Score	7.28	7.15	6.61	7.15

The researcher also compared their pre-test and post test scores by using a *t*-test to know whether or not there was a significant difference in the pre-test and post test scores. The data could be seen in the form of the students' average scores before and after they got the treatment. The result of the *t*-test is presented in Table 9.

Table 9: Result of *t*-Test

	<i>Mean</i>	<i>N</i>	<i>t.</i>	<i>p.</i>
Pair pre-test	6.1826	35		
post-test	7.1263	35		
Pair 1 post test & pre test	0.9437	35	10.894	.000

Based on the table of the results of the statistical analysis above, the average score of the students' pre-test was 6.1826 and the average score of the students' post test was 7.1263. It means that the average score of the post test

increases by 0.9437 from the average score of the pre-test. According to the t statistic, the score difference was significant at $p < 0.05$.

3. The Students' Responses to the use Affective Learning Strategies

The findings in this part are based on the results of the interviews as described in Chapter III. The evidences related to the students' responses to the use of affective strategies in the teaching of speaking are presented below.

a. The Students' Attitudes

The findings showed that the affective learning strategies during the teaching and learning process of speaking made the students become brave to speak in front of the class. The findings can be seen in the following quotation below.

- R : What do you think about learning speaking using affective strategies, mm...Do you like them?
 S1 : Of course, I like them Miss. I like the relaxation technique because it is like we are doing gym hahaha.
 S2 : The strategies make me brave to speak Miss.
 S3 : Yes. I want to use the strategies in the next meetings.
 R : Which one?
 S3 : Writing positive statements. It makes me proud.
 S4 : Yes it is fun. I enjoy the strategies.
 S5 : It is fun Miss. We now know how to use strategies to overcome difficulties in speaking.
 R : What about you?
 S6 : I like them Miss, we have not done the strategies before. It's new for us.
 S7 : I'm happy Miss. They are interesting.
 S8 : I feel confident when I write positive comments about myself. I think it's cool.

(Appendix C/ interview transcript 17)

From the quotation of the interview transcript above, it can be seen that the students like to use affective strategies because the strategies were something new

for them. They were excited and pleased in learning English using these strategies. Moreover, they felt the usefulness of the strategies for overcoming their speaking problems. The strategies such as self-encouragement via positive statements could make them confident in doing speaking tasks and could motivate them to keep trying to speak. They also got additional knowledge about how to use the learning strategies to overcome their speaking difficulties.

b. The Students' Difficulties in Using Affective Strategies

The researcher interviewed five students related to the students' difficulties in learning English using affective strategies. The findings can be seen in the interview transcript below.

- R : Do you feel any difficulties in learning using affective strategies?
 S1 : Emmm..yes miss.
 R : What?
 S1 : When we are asked to say positive comments. It is weird and stupid.
 S2 : Yes that one, I don't like to say it. I'm shy.
 R : But how about writing positive comments? It is similar to saying positive comments, right?
 S2 : No. When we write the statements in the book, no one can read that.
 S1 : Yea Miss. We don't need to say the statements loudly. So, my friend cannot mock me.
 R : What about writing your feelings in a diary?
 S4 : Hehehe, it is also difficult miss.
 S5 : I don't know what to write.

(Appendix C/interview transcript 17)

From the quotation of the interview transcript above, it can be seen that the students found some difficulties in using affective strategies. They found difficulties in using the strategies of saying positive comments and writing a language learning diary. They did not find that saying positive comments was useful for them in learning speaking. It was weird for the students to say positive

comments about themselves. They were also shy to say these statements. Moreover, they found that language learning diary was something confusing. They were not able to reflect their feelings about speaking in the diaries and took advantages from it. They still needed guidance in using these strategies.

C. Summary

The summary of the study covers the research findings that are related to the three research questions. The first summary is related to the use of affective learning strategies in the teaching and learning process of speaking. It is done as the action plan in the study in the efforts to improve the students' speaking skills. The second summary is related to the improvements of students' speaking skills by using the affective learning strategies. It is done as the second process of the study consisting of actions and observations to gain the data. The last summary is related to the students' responses to the use of affective learning strategies in the teaching of speaking.

The first finding is related to the five actions of the use of affective learning strategies in the teaching of speaking. They are using the three sets of affective strategies, using classroom English during the teaching and learning process, using interesting media, using pair and group work activities, and giving feedbacks and corrections. First, the use of three sets of affective strategies can overcome the students' difficulties in speaking. By using the strategies, the students can reduce their anxiety which formerly prevents them from speaking. The strategies motivate them to speak without being shy. They become more confident in speaking. They also know how to use the strategies to deal with their

speaking difficulties. Second, the use of classroom English can make the students more familiar with the English words. The use of classroom English is effective to make the students actively speak in the teaching and learning process because it gives them many opportunities to speak. They can respond to the teacher's questions and instructions appropriately. Third, the use of interesting media can capture the students' attention during the teaching and learning process. It is also useful to improve their participation since the media can make them engaged in the teaching and learning process. Fourth, the use of pair work and group work activities give the students opportunities to speak. They can speak freely without being shy. Fifth, the use of feedbacks and corrections can improve the students' pronunciation because they know the correct pronunciation. They do not make the same mistakes in the next activities.

The second finding is related to the improvement of the students' speaking skills by using affective learning strategies. The finding shows that the use of the three sets of affective learning strategies improves the students' self-confidence, motivation, and participation. These conditions can make the students' speaking skills improve.

The third finding is related to the students' responses toward the use of affective learning strategies. There are two topics of discussion. The first is related to the students' attitudes toward the use of affective strategies. The finding shows that the students like to use affective strategies because they feel that the strategies are something new for them and are useful for their learning. They are also willing to use the strategies in the teaching and learning process of speaking. The

second is related to the students' difficulties in using the affective strategies. The finding shows that there are some difficulties which they find in using the strategies. It is difficult for them to say positive statements because they feel shy to do it. They are also confused of the use of the language learning diary.

The five findings are summarized in Table 10.

Table 10: The Summary of the Research Findings

No.	Actions	Improvements
1.	Using classroom English during the teaching and learning process	a. The students could respond to the teacher's questions and instructions in English. b. The students could use expressions such as asking for permission and leave taking.
2.	Using the three sets of affective learning strategies: a. Using anxiety-reducing strategies b. Using self-encouragement strategies c. Using monitoring emotion strategies	a. The students spoke more fluently without many stops. b. The students were not afraid to speak in front of the class. c. The students were more confident to speak. d. The students knew how to use strategies to overcome speaking problems.
3.	Using interesting media	a. The students enthusiastically joined the lessons. b. The students could memorize words and expressions.
4.	Using pair work and group work in speaking activities	a. The students were not shy to perform in front of the class.
5.	Giving feedbacks and corrections	a. The students pronounced words correctly. b. The students could speak with correct grammar.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents two main points. They are conclusion and suggestions. Each point is presented as follows.

A. Conclusions

The findings of the study are gained from the data analyses that are based on the research questions. The research questions are (1) what are the possible techniques that can be used for the affective learning strategies?, (2) how do the affective learning strategies improve students' speaking skills?, and (3) what are the students' responses toward the use of affective learning strategies?

The first finding is related to the actions of using affective learning strategies during the teaching and learning process of speaking. There are three sets of affective learning strategies that are used in this study. They are anxiety-reducing strategies, encouraging one-self strategies, and monitoring emotion strategies. The finding shows that the use of anxiety-reducing strategies namely the deep breathing technique, relaxation technique, and laughter help the students to reduce their anxiety in speaking. They are not afraid of speaking in front of the class. These strategies also make the students relaxed and ready to join the teaching and learning process. The use of self-encouragement strategies helps the students to stay motivated in the learning of speaking. The strategies can change the students' negative attitudes toward speaking. By using the strategies, they are assured about their capability in speaking. It makes them more confident to speak. They participate actively in the teaching and learning process of speaking. The

use of monitoring emotion strategies helps the students to realize when they are anxious and afraid to speak.

The second finding is related to the improvement of the students' speaking skills by using affective learning strategies. There are two kinds of improvements which are the aspects of speaking skills and the students' behaviors. The improvement is in all aspects of the speaking skills that are fluency, accuracy, pronunciation, and vocabulary. The improvement of students' fluency of 1.12 can be seen from the increase in the pre-test and post test mean scores from 6.16 to 7.28. After the use of affective strategies, they use language functions in a normal speed without hesitation and pauses. The next is improvement of the students' vocabulary. The improvement of 1.18 can be seen from the increase of the mean scores of the vocabulary pre-test and post test from 5.97 to 7.15. After using the strategies, they can remember and use many words when they speak. The improvement also occurs in the students' pronunciation. The improvement of 0.85 of the pre-test and post test scores from 6.3 to 7.15 indicates that their pronunciation improves. They pronounce expressions correctly. The last is the improvement of students' accuracy. The mean scores of the students' accuracy show an improvement of 0.46 from 6.15 to 6.61. In the beginning of the actions, the students use English expressions with many incorrect word orders and articles. After the researcher gives corrections many times, their grammatical mistakes decrease. The *t*-test score (0.94) shows that the difference of the pre-test and post test scores is significant ($p=0.05$). The finding shows that the use of affective learning strategies helps the students improve their self-confidence, motivation,

and participation. They start to be confident and not afraid to speak. They are motivated to speak by participating actively and volunteering themselves to speak. These improvements contribute to the improvement of their speaking skills.

The third finding is related to the students' responses toward the use of affective learning strategies. There are two topics of discussions. They are the students' attitudes and the students' difficulties in using the strategies. The finding shows that most of the students like to use affective learning strategies because these learning strategies are new for them. They find that the strategies are useful for overcoming their speaking difficulties. They also think that it is interesting to use the strategies. Moreover, they ask to use some strategies for the next meetings. It indicates that they are eager to use the strategies. There are also students' responses about the difficulties in using affective learning strategies. The findings show that they have difficulties in using some strategies. They are saying positive statements, using a feeling checklist, and writing a language learning diary.

B. Suggestions

Based on the conclusion above, some suggestions are offered related to this study. The suggestions are addressed to the English teachers and other researchers who are interested in this field. These are presented as follows.

1. To the English Teachers

The first finding shows that the use of affective learning strategies in the speaking teaching and learning process improves the students' self-confidence, motivation, and participation. The use of these learning strategies can reduce the

students' speaking anxiety so that they are not afraid to speak English. Therefore, the English teachers of the junior high school are suggested to teach the students to use affective learning strategies in the teaching and learning process of speaking. Since learning strategies are new for students, the teachers have to give them knowledge about the strategies including what, why, and how to use the strategies. It is necessary to explain the affective learning strategies to the students and then practice together with them.

The second finding is related to the improvement in all aspects of the speaking skills namely fluency, pronunciation, vocabulary, and grammar by using affective strategies. The English teachers are suggested to use affective learning strategies to improve the students' speaking skills. To cover all aspects, the teachers should combine the learning strategies with other activities such as using classroom English, giving feedbacks and corrections, etc.

Due to the limited time, the researcher only teaches some affective learning strategies such as the deep breathing technique, the relaxation technique, writing positive statements, taking risks, paying attention to body signals, and using a feeling checklist. The English teachers are suggested to try to use other affective learning strategies in the teaching and learning process of speaking to help the students overcome their speaking difficulties.

2. To other Researchers

The findings of the study may be used as references for other researchers who are interested in conducting research related to speaking skills as well as affective learning strategies in the teaching and learning process. First, it is

possible to study the use of affective learning strategies in other classes with other students to strengthen the findings of the present study. Another possibility is to use affective learning strategies for teaching other skills namely reading, writing, and listening. Affective learning strategies can be used to overcome problems in reading, writing, and listening. It is also possible to intensify the use of affective learning strategies by giving more time in the treatment.

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APPENDIX A: INSTRUMENTS OF THE STUDY

Table 1: Specification aspects observed in the class
(Observation guide)

Table 2: Specification aspects asked in the interview
(Interview guide)

Table 1: Blueprint of Classroom Observation Guide

No	Variables	Indicators	Description
1	The time management Spratt <i>et al.</i> (2005)	<ul style="list-style-type: none"> The application of time management 	
2	The teacher Oxford (1990)	<ul style="list-style-type: none"> Inform the students about why the strategies are important and how they can be used. Provide practice with strategies in language tasks. Give the students opportunity to evaluate the success of the use of strategies. 	
3	The students' attitudes Habte-Gabr (2006)	<ul style="list-style-type: none"> Work closely with groups in class who have helped with language problems. Work with frequency in groups to solve and discuss tasks in class. Use specific affective strategies suggested by the teacher to overcome difficulties with language. Identify classmates who could help with the specific English language problems. Approach the teacher for specific help with problems with the English language. Try to establish a level of communication with the teacher which would permit to ask for help when needed. Have a level of confidence to present and discuss topics in class. 	
4	Speaking skills Pinter (2009)	<ul style="list-style-type: none"> The students' ability in pronouncing words The students' fluency in English speaking The students' accuracy in English speaking The students' ability to understand and respond conversations in English. 	

Table 2: Specification Aspects Asked in the Interview (Interview Guides)

No	Variables	Indicators	Items	Number
1	Time management Spratt <i>et al.</i> (2005)	<ul style="list-style-type: none"> The application of time duration 	4	1,2,3, 13
2	Class activities Pinter (2009)	<ul style="list-style-type: none"> The appropriate class activities to explore speaking performances Students' interests in the class activities given 	4	4, 11, 12,14,
3	The use of affective strategies Oxford (1990)	<ul style="list-style-type: none"> The effectiveness of affective strategies to reduce anxiety The effectiveness of affective strategies to build self-confidence The effectiveness of affective strategies to motivate students 	9	5, 6, 7,8, 10,17,18,19, 25,
4	Speaking skills Pinter (2009)	<ul style="list-style-type: none"> The students' ability in pronouncing words. The students' fluency in English speaking. The students' accuracy in English speaking The students' ability to understand and respond conversation in English. 	4	9,20,21,24,
5	The students' attitudes Oxford (1990)	<ul style="list-style-type: none"> The students' participations The students' responses The students' interests to the strategies 	4	15,16,22,23,

List of the questions for the English teacher and students that are related to the aspects in Table 2 of interview guides.

NB: T: Teacher

S: Students

- 1) Apakah semua aktifitas kelas yang di rencanakan dapat dilaksanakan semua? (T)
- 2) Apakah waktu yang tersedia cukup untuk menyampaikan semua materi? (T)
- 3) Apakah penting untuk menetapkan batas waktu untuk setiap kegiatan kelas? (T)
- 4) Apakah aktifitas atau tugas yang ibu berikan dapat mengeksplore speaking skills siswa? (T)
- 5) Apakah ada hubungan erat affective strartegi dengan speaking skills siswa? (T)
- 6) Menurut ibu, affective strategies sebagai salah satu strategi untuk mengatasi kendala dalam speaking efektif? (T)
- 7) Apakah affective strategi memberi kemudahan pada ibu dalam mengajarkan speaking pada siswa? (T)
- 8) Apakah affective strategi dapat mengurangi ketakutan siswa untuk berbicara? (T)
- 9) Apa kesulitan yang dihadapi oleh para siswa berhubungan dengan pembelajaran berbahasa Inggris dalam skill speaking? (T)
- 10) Apakah affective strategi digunakan untuk meningkatkan penguasaan kosakata siswa? (T)
- 11) Adik suka tidak dengan aktifitas di kelas tadi? (S)
- 12) Apakah adik dapat menyelesaikan tugas yang diberikan guru? (S)
- 13) Waktu yang diberikan oleh guru untuk mengerjakan soal latihan cukup tidak? (S)
- 14) Menurut adik, aktifitas/ latihan yang di berikan oleh guru tadi dapat mengeksplore percakapan yang baru saja adik pelajari? (S)
- 15) Adik suka tidak dengan strategi yang diajarkan tadi? (S)
- 16) Menurut adik, penggunaan affective strategi bermanfaat tidak? (S)
- 17) Apakah affective strategi dapat memotivasi adik untuk belajar bahasa Inggris? (S)
- 18) Setelah menggunakan affective strategi adik dapat meningkatkan kepercayaan diri adik? (S)
- 19) Apakah setelah menggunakan affective strategi adik tidak takut lagi untuk berbicara bahasa Inggris? (S)
- 20) Apakah affective strategi bisa meningkatkan kelancaran adik dalam berbicara Inggris? (S)
- 21) Apakah mengecek pengucapan kosakata bahasa Inggris siswa diperlukan? (S)
- 22) Apakah adik merasa kesulitan menggunakan strategi yang diajarkan tadi? (S)
- 23) Apakah adik akan menggunakan affective strategi untuk mengatasi ketakutan? (S)
- 24) Apakah speaking skills siswa meningkat setelah menggunakan affective strategi? (S)
- 25) Apakah affective strategi dapat membantu adik untuk menguasai bahasa Inggris? (S).

APPENDIX B: FIELD NOTES

NB:

R: Researcher

T: Teacher

HM: Head Master

Field note 1

Jumat 30 Maret 2012

Jam 13.00

R datang ke sekolah dan bertanya kepada satpam sekolah untuk izin bertemu kepala sekolah. R menemui HM dan mengutarakan tujuan peneliti datang ke sekolah untuk melakukan penelitian. HM menyambut dengan baik dan mengizinkan R untuk melaksanakan penelitian di SMP Muhammadiyah 3 Depok. Selanjutnya HM mempertemukan R dengan guru bahasa Inggris kelas VII yang bernama Bu Trinita dan Bu Puji. HM menyampaikan bahwa untuk koordinasi lebih lanjut peneliti bisa berkonsultasi langsung dengan guru bahasa Inggris yang telah di tunjuk. Karena pada saat tersebut jam pelajaran sedang berlangsung, R menunggu guru bahasa Inggris sampai selesai mengajar. Setelah jam pelajaran usai, R menemui T di ruang guru. R menyampaikan maksud kedatangan untuk melakukan penelitian di kelas VII. T menyambut baik dan menanyakan apa saja yang bisa dibantu. R meminta nomer hp T dan bertanya kapan bisa mengadakan observasi di kelas. T menjelaskan R bisa melakukan observasi pada hari Selasa, Rabu, atau Kamis saat pelajaran bahasa Inggris berlangsung. R bertanya hal yang diperlukan. Setelah mendapat cukup informasi yang dibutuhkan, R pamit pulang.

Field note 2
Selasa 3 April 2012
Jam 7.30

R datang ke sekolah dan bertanya kepada satpam sekolah untuk izin bertemu T. R dan T langsung menuju kelas VII C untuk observasi. T masuk dan memberi salam "How are you?" para siswa memberi jawaban "Fine, miss." T mulai membuka pelajaran dengan apersepsi tentang materi yang akan diajarkan. Para siswa kelihatan menyimak pelajaran, tapi ada beberapa siswa ramai sendiri. T mulai menyampaikan materi tentang oral descriptive. Beliau mulai bertanya kepada siswa tentang artis favorit. Beberapa siswa bisa menjawab dengan baik dan ada juga yang masih merasa takut menjawab karena takut salah, beberapa siswa juga ada yang salah pengucapan bahasa inggrisnya kata-kata tertentu. Lalu, beliau melanjutkan pelajaran dengan meminta siswa saling mendeskripsikan teman sebangkunya. Siswa mulai membuat teks descriptive tentang teman sebangkunya. Setelah 15 menit T menunjuk siswa satu per satu untuk mendeskripsikan teman sebangkunya secara lisan. Beberapa siswa ada yang kesulitan membuatnya, mereka cenderung menuliskannya di buku dulu lalu membacanya waktu ditunjuk maju oleh guru. Beberapa siswa ada yang kesulitan tentang bahasa inggris kata-kata tertentu atau kosakata. Setelah waktu akan habis, T mengingatkan siswa tentang apa yang telah dipelajari mereka hari itu. T menutup pelajaran dengan berdoa. Setelah keluar dari kelas, R mengobrol dengan T tentang proses pembelajaran di kelas tadi. R juga melakukan wawancara dengan beberapa siswa tentang kesulitan-kesulitan mereka saat pelajaran. R menanyakan tentang kesulitan-kesulitan siswa yang biasa terjadi di kelas. T menyampaikan kesulitan-kesulitan siswa dan menyampaikan bahwa siswa sering melakukan kesalahan dalam speaking, sebagian besar siswa merasa takut menyampaikan pendapat mereka di depan kelas. Setelah mendengarkan penjelasan dari T, R mulai merumuskan masalah dan sependapat untuk memilih kesulitan yang sering dirasakan siswa untuk dipecahkan bersama T.

Field note 3
Selasa 10 April 2012
Jam 7.30

R datang ke sekolah pukul 6.45. R disambut oleh beberapa guru yang hari itu sedang piket bersama kepala sekolah di depan gerbang sekolah. Guru piket tersebut menyalami tiap siswa yang baru datang ke sekolah. R menunggu bel berbunyi di ruang tunggu di kantor guru. Bel masuk berbunyi jam 7.00 tepat. Seluruh siswa yang masih berada diluar segera masuk ke kelas masing-masing. T yang baru datang bergegas menghampiri R. ‘Selamat pagi mbak’. “selamat pagi miss, “jawab R sambil menyalami T. “sudah siap materinya?” “sudah miss”. “kalo gitu langsung masuk aja ya” R mengangguk kemudian pergi ke kelas VII C. terlihat banyak siswa laki-laki yang masih duduk di depan kelas sambil mengobrol. T segera mengajak siswa untuk masuk kelas dan memulai pelajaran. T mempersilahkan R untuk duduk di bangku T. Setelah itu, T memerintahkan siswa untuk membuka AL-Quran dan membaca bersama. Pada jam 7.30 bel berbunyi. Siswa berhenti membaca Al-Quran. T mengecek presensi siswa dengan memanggil nama satu persatu. Setelah itu T mengumumkan bahwa hari itu R yang akan mengajar. “Pagi ini kita belajar sama mbak Windi ya” “Yaaaahhhh..” terdengar suara gaduh dari siswa. T menyuruh agar peneliti langsung saja memulai pelajaran. R membuka dengan salam dan menanyakan kondisi siswa. “Good morning.” spanya. “Good mooorniiiiing.” “How are you today?” “I’m fine, thank you and you?” “I’m fine too. Sudah kenal ya kemarin? Emm..minggu lalu belajar tentang apa terakhir?”. Semua siswa terlihat diam. R kemudian bertanya tentang kesulitan yang sering ditemui siswa saat belajar speaking. Sebagian siswa menjawab tidak tahu kata-katanya, bingung mau bicara apa, malu, takut, dan sebagainya. R kemudian menjelaskan tentang teknik deep breathing untuk mengurangi rasa takut dalam berbicara. R mencontohkan teknik deep breathing pada siswa. R dan siswa mempraktekkan teknik deep breathing secara bersama-sama. Beberapa siswa tidak mengikuti apa yang dicontohkan R. “Oke, it’s time to study. Miss windy akan kasih liat gambar”. Peneliti menunjukkan beberapa gambar buku, tas, sepatu, dll. “Do you know what it is?”

“Tas Miss” “In English please.” Para siswa diam. “It is a bag” kata R “Ayo tirukan.” “It is a bag,” kata para siswa. R bertanya lagi “What do you think about my bag?”. Para siswa diam lagi. Seorang siswa menjawab, “Bagus Miss.” “Kata seorang siswa. “It’s good,” ulang R. selanjutnya R memperlihatkan gambar yang tersisa dan bertanya pertanyaan yang sama pada siswa. Selanjutnya R menuliskan ungkapan untuk menanyakan dan memberi pendapat tentang sesuatu di white board. R membaca satu persatu dan menyuruh siswa menirukan. Saat R menyuruh siswa menirukannya membaca ungkapan tersebut, siswa tidak mengerti apa yang diucapkan R. “Repeat after me,” kata R dan membaca ungkapan di white board. Siswa diam saja. “Repeat after me,” kata R lebih pelan tapi siswa masih saja diam. R akhirnya menggunakan bahasa Indonesia. “Tirukan Miss ya,” kata R. setelah itu siswa menirukan apa yang dibaca R. Kemudian R menjelaskan penggunaan ungkapan tersebut. R memberi siswa dialog berisi ungkapan menanyakan dan memberi pendapat. Siswa dan R mengidentifikasi ungkapan menanyakan dan memberi pendapat yang ada di dalam dialog.

Siswa bekerja secara berpasangan. Siswa diberi dialog berisi ungkapan menanyakan dan memberi pendapat. Secara berpasangan siswa mengidentifikasi ungkapan tersebut. Setelah itu, R menunjuk dua siswa untuk maju mempraktekkan dialog. Tapi, mereka menolak. “Aah takut lah mbak,” kata seorang siswa. “Iya mbak, deg-degan, blum siap,” sahut yang lain. R kemudian menjelaskan kalau mereka harus menggunakan teknik deep breathing untuk mengatasi rasa grogi dan takut maju. R menyuruh semua siswa melakukan teknik deep breathing. Tapi siswa masih malu-malu. R akhirnya memandu siswa untuk melakukan teknik deep breathing bersama. “Gimana rasanya? Masih deg-degan gak?” tanya R. “Gak miss!” jawab beberapa siswa. “Masih takut?” tanya R lagi pada siswa yang disuruh maju pertama kali. “Dikit sih, tapi gapapa.” Jawab siswa tersebut. “Siap maju?” tanya R, siswa mengangguk. Selanjutnya siswa mempraktekkan dialog secara berpasangan di depan kelas. Beberapa siswa salah dalam mengucapkan kata-kata. Setelah selesai R membenarkan cara pengucapan mereka. R memberi siswa tugas untuk membuat dialog menggunakan ungkapan

meinta dan memberi pendapat. R menyuruh siswa secara berpasangan membuat dialog. Setelah selesai, R meminta siswa melakukan teknik deep breathing sebelum mempraktekkan dialog mereka di depan kelas. Setelah selesai, R memberi feedback atas penampilan para siswa. Kemudian R membagikan feeling checklist kepada siswa. Para siswa terlihat bingung. R menjelaskan penggunaan feeling checklist pada siswa. Tetapi kebanyakn masih bingung bagaimana cara mengisi checklist tersebut. “Harus dicentang semua mbak?” tanya seorang murid perempuan. “Ya, dicentang yang di bagian yang kamu rasain. Kan ada terjemahannya disitu.” Jawab R. Semenit kemudian, siswa lain bertanya “Ini digimanain sih?” sementara banyak siswa berjalan-jalan dan mereka mengisi checklistnya dengan mencontoh checklist siswa yang lain. Kemudian R menjelaskan lagi bahwa mereka harus mengisi checklist tersebut sendiri. Setelah semua siswa mengisi checklist, R bertanya tentang perasaan apa yang mereka centang. Sebagian menjawab bingung, takut, dan lelah. Namun ada beberapa yang menjawab menarik. Kemudian R menjelaskan bahwa mereka harus menggunakan strategi deep breathing untuk mengatasi rasa takut setiap akan berbicara. Setelah selesai R membagikan buku kecil untuk setiap siswa sebagai language learning diary. R menjelaskan bahwa siswa harus mengisi diary mereka tentang apa yang mereka rasakan terkait pelajaran pada hari itu. Siswa terlihat antusias menerima buku tersebut. Kemudian R menanyakan kesulitan siswa dan menutup pelajaran.

Fieldnote 4
Rabu 11 April 2012
Jam 10.45

R datang ke sekolah dan langsung menemui T. R dan T langsung menuju ruang kelas VII C. beberapa siswa terlihat masih di depan kelas sedangkan dua siswa berdiri di depan jendela ruang kelas lain sedang mengobrol dengan anak yang berada dalam kelas. “Yuk masuk yukkk” kata T. siswa segera masuk kelas diikuti T dan R. Seperti biasa para siswa segera membaca Al-Quran. Dua murid laki-laki yang terkenal suka rebut melihat R dan tidak membaca Al-Quran. T menyuruh mereka membaca. Setelah selesai siswa berdoa. R mengucapkan salam dan mengecek kehadiran siswa. R menyapa siswa, “Good morning”. Para siswa terlihat antusias dan menjawab “Good morning miss”. “How are you today?” tanya R. “I’m fine thank you, and you?” jawab mereka. “I’m fine too thank you. Are you ready for the lesson?” tanya R. para siswa diam. “Welah ra dong miss ngomong apa” kata seorang murid laki-laki. “Udah siap buat belajar?” kata R lagi. “Udah.” jawab beberapa siswa. “Yes. I’m ready, gitu jawabnya, coba miss tanya lagi ya, are you ready for the lesson?” “Yes I’m ready,” kata beberapa siswa. “Good. Nah, seperti biasa sebelum memulai pelajaran kita mau pake strategi deep breathing lagi ya.” Kata R. “Yang kayak kemaren itu mbak?” tanya seorang murid perempuan. “Ya benar sekali, tapi kali ini ada strategi yang lain biar rileks.” Jawab R. “Apa?” tanya para siswa. R memutar music klasik milik Mozart melalui laptop. Para siswa terlihat diam. Salah seorang dari mereka bertanya, “Musik klasik ya mbak?” R menghentikan musiknya dan menjawab “Yea, kamu suka dengerin music klasik?” “Ga terlalu mbak,” jawab siswa yang lainnya. “Kalian tahu gak manfaat mendengarkan music klasik?” tanya R lagi. Beberapa siswa menjawab “Tahu, buat rileks kan.” “Bener banget. Saya bakal puterin lagunya lagi ya biar kita semua rileks.” Kemudian R menyetel music lagi. Mereka mendengarkan music tersebut selama lima menit. R bertanya, “Gimana perasaannya setelah mendengarkan music klasik ini?” “Easy listening mba, bikin tenang,” seorang siswa perempuan menjawab. “Ngantuk mbak hehe,” kata seorang siswa lain. “Musiknya bikin rileks kan? Are you ready to learn now?”

kata R. siswa tersebut mengangguk. Selanjutnya R menyuruh siswa untuk mengkombinasikan deep breathing dengan music klasik. R memutar music klasik dan mempraktekkan deep breathing bersama siswa sambil mendengarkan music klasik. “Tutup mata, tarik nafas dalam-dalam, tahan sepuluh detik, hembuskan pelan-pelan,” kata R. siswa menirukan apa yang dipraktekkan R. R membuat kesepakatan dengan siswa bahwa setiap sebelum memulai pelajaran, mereka akan mendengarkan musik klasik dan melakukan teknik deep breathing agar siswa siap belajar. dulu. Setelah itu R menjelaskan penggunaan teknik relaksasi menggunakan stretching technique. Siswa terlihat gembira melakukan gerakan-gerakan stretching yang diajarkan oleh R.

R menanyakan makanan kesukaan siswa. “What is your favorite food?” Beberapa siswa menjawab bakso, pizza, sate, es krim. Lalu R menunjukkan beberapa kartu gambar makanan. R meminta siswa menyebutkan nama makanan tersebut dalam bahasa Inggris. R menunjukkan gambar es krim. Siswa berteriak, “Ice cream mbak, hmm.” Kemudian R menunjukkan gambar kue. Seorang siswa perempuan berkata, “Roti mbak.” “In English please,” kata R. siswa diam. “A cake,” kata R. siswa menirukannya. Setelah mereview vocabulary, R menanyakan siswa sesuai gambar. “Do you like ice cream?” siswa yang ditanya diam. Siswa lain menjawab “Yes.” R melanjutkan bertanya lagi dengan gambar yang lain. Kemudian R mempraktekkan dialog menggunakan boneka tangan. Para siswa sangat tertarik melihat R mempraktekkan dialog dengan boneka tangan. R menjelaskan penggunaan ungkapan untuk menyatakan likes dan dislikes. R meminta siswa mempraktekkan dialog di depan kelas. Saat dua siswa perempuan mempraktekkan dialog, mereka meminta R agar meminjamkan boneka tangannya. “Mba, boleh pinjem bonekanya gak?” “Tentu aja, kalian pengen pake bonekanya?” jawab R. siswa tersebut mengangguk malu-malu. Mereka mempraktekkan dialog menggunakan boneka tangan sementara siswa lain memperhatikan dengan seksama.

R menyuruh siswa melakukan strategi deep breathing sebelum melakukan tugas. R menjelaskan strategi baru yaitu mengucapkan positive statements. R

memasang kertas bertuliskan beberapa positive statements di white board. Sebelum melakukan tugas siswa disuruh mengucapkan positive statements yang mereka sukai agar mereka termotivasi. Siswa menggunakan ungkapan likes dan dislikes untuk menanyakan makanan yang teman mereka sukai. Kemudian siswa membuat daftar makanan yang teman-teman mereka sukai. Setelah selesai siswa melaporkan hasilnya di depan kelas. Sebelum melaporkan hasilnya R meminta siswa mengucapkan positive statements. “Aldi, ucapkan positive statement mu,” kata R. “Emmm..” kata siswa tersebut. “Lihat contohnya di papan,” kata R. siswa tersebut melihat ke papan dan tetap diam. “Aneh ah mbak, aku ndak suka,”katanya.

R mengadakan polling game untuk menstimulus siswa agar tertawa. Tiap siswa diberi tabel bergambar makanan. Mereka menggunakan ungkapan likes dan dislikes untuk menanyakan makanan favorit siswa lainnya. R menjelaskan peraturan game dalam bahasa Inggris dan memberi contoh. Kemudian R memberi instruksi untuk memulai game, “Now, please stand up. We will start the competition.” Para siswa mengerti apa yang dikatakan R dan mereka langsung berdiri. Ada satu siswa laki-laki yang masih duduk. Teman sebangkunya menegurnya dengan bahasa Inggris, “Stand up, Aldi.” Siswa tersebut akhirnya berdiri dengan pelan. Para siswa sangat menyukai game tersebut. Saat mereka saling bertanya tentang makanan yang mereka sukai, mereka tertawa keras karena mereka sering salah menyebutkan nama makanan dengan benar. Mereka ramai berjalan ke sekeliling kelas dan sibuk bertanya. Beberapa bahkan bertanya kepada R tentang makanan yang disukai. Mereka terlihat senang dengan polling game tersebut. Setelah selesai, R meminta siswa mengisi checklist. Kali ini mereka bisa mengisi checklist tersebut tanpa melihat siswa lainnya. Kebanyakan dari mereka merasa senang dan tertarik. Setelah itu R bertanya tentang learning diary para siswa. Sebagian mengatakan tidak membawa. R mengecek learning diary para siswa. Namun, R melihat bahwa tidak ada satu pun siswa yang menuliskan apa yang mereka rasakan dalam diary. “Kenapa gak nulis apa-apa?” tanya R. siswa yang ditanya tersenyum malu. “Ga tau mau nulis apa e, hehe”jawabnya. R

kemudian mengecek buku diary siswa lain. Ternyata sama saja. R tak lupa mengingatkan siswa agar menggunakan strategi-strategi yang sudah diajarkan. R kemudian menutup pelajaran.

Field note 5

1 Mei 2012

Jam 7.30

R dan T menuju kelas VII C. T langsung menuju ke kursi belakang untuk mengamati selama pembelajaran berlangsung. Suasana kelas agak ramai. R memberi salam dan segera memulai pelajaran. Setelah semua siap, para siswa dipimpin oleh ketua kelas melakukan greeting bersama-sama dengan mengucapkan “Good Morning Miss”, “How are you today” R menjawab “Good Morning”, “I am fine, thanks, and “How are you?” Para siswa menjawab “I’m fine too”. R bertanya kepada para siswa “Who is absent today?” lalu para siswa menjawab “No one Miss”, R menjawab “Ok” beberapa siswa masih tampak berjalan-jalan di dalam kelas. Mereka adalah dua siswa yang suka membuat gaduh. Seperti biasa R dan para siswa mendengarkan music klasik dan melakukan teknik deep breathing bersama-sama. Setelah itu, R meminta siswa untuk melakukan strategi relaksasi. “Kita mau pemanasan dulu ya miss!” kata seorang siswa perempuan. R tersenyum dan mengiyakan. R memperingatkan siswa yang berjalan agar segera duduk. “Siap yak, kita pemanasan sambil dengerin music, yang ngitung mulai dari ujung kanan terus ke kiri,” kata R sambil mempraktekkan gerakan stretching bersama siswa. “Yang liat aja gak ngefek,” kata seorang murid laki-laki. Semua siswa tertawa. Siswa mengikuti gerakan R. setelah selesai, siswa diam dan tenang. R bertanya, “Apa yang kalian rasain?” “He eh mbak,” kata seorang siswa. “Apa?” tanya R. “Rada rileks, gak tegang kayak biasa,” jawabnya. Tidak ada lagi murid yang berjalan di kelas dan berbicara. Mereka semua duduk tenang di bangku masing-masing dan melihat ke arah R. R mulai brainstorming materi dengan bertanya ke para siswa “Do you have favorite artist?” “Can you describe him/her?” R menunjuk seorang siswa, lalu siswa itu menjawab. Sebagian

bisa menjawab dengan lancar, sebagian agak kesulitan dengan kosakata dalam bahasa Inggris, sebagian juga masih malu-malu untuk menjawab. R menunjukkan gambar seorang artis dan memberikan pertanyaan tentang gambar artis tersebut. Para siswa menjawab secara spontan. Kemudian, R mereview vocabulary dengan memberikan gambar wajah. R menempelkan gambar bagian wajah di white board. R meminta siswa menjodohkan gambar tersebut sesuai namanya. Banyak siswa langsung mengangkat tangan secara bersamaan. “Aku Miss aku mau!” kata mereka. Dua siswa laki-laki maju ke depan kelas dan meminta kertas berisi nama bagian wajah dan menempelkannya sesuai gambar. Hampir semua siswa ingin maju dan menempelkan gambar bagian wajah sesuai namanya. Setelah siswa mengidentifikasi gambar bagian-bagian wajah tersebut dan menyebutkannya secara lisan. R membenarkan cara pengucapan yang salah. R menjelaskan materi tentang oral descriptive, bagaimana cara menggambarkan ciri-ciri fisik orang. R menunjukkan gambar-gambar bentuk wajah dan ciri fisik lainnya, para siswa terlihat memperhatikan gambar dan penjelasan dari R. Setelah itu, R memberikan contoh teks tentang spoken descriptive, R menunjuk beberapa siswa untuk membaca teks tersebut. Setelah itu, R memberi penjelasan kalimat-kalimat yang dipakai dalam teks, bersama para siswa membahas kalimat-kalimat yang berisi spoken descriptive dengan siswa. Kemudian R memberikan latihan siswa untuk mendeskripsikan artis favoritnya di depan kelas. Sebelum melakukan tugas, R menjelaskan strategi baru yaitu taking risk. R menjelaskan bahwa siswa harus berani maju untuk melakukan tugas. R berkeliling kelas untuk mengecek pekerjaan siswa. “Have you finished?” tanya R pada seorang siswa laki-laki. Siswa tersebut melihat ke arah R. “What? I do not know.” jawabnya. “Have you finished?” ulang R pelan. Siswa tersebut bertanya ke teman sebangkunya, “Opo Di?” siswa yang ditanya geleng kepala. R kemudian bertanya dalam bahasa Indonesia “Udah selesai?” “Ohh..belum Miss,” jawabnya. “Say, finished kalo udah selesai or not yet kalo belum selesai,” kata R. “Not yet.” Kata siswa tersebut. R menunjuk sepasang siswa untuk maju. Setelah itu R mengoreksi kesalahan pronunciation mereka. Rupanya banyak siswa yang masih salah dalam mengucapkan kata-kata yang digunakan. R membenarkan pronunciation mereka.

Siswa tertarik mendengarkan R mengucapkan kata-kata tersebut. Bahkan beberapa siswa bertanya pada R tentang bagaimana mengucapkan beberapa kata. Seorang siswa laki-laki bertanya bagaimana mengucapkan kata *curly*, *eyes*, dan *ears*. R mengucapkan kata-kata tersebut dan menyuruh siswa mengikuti. Beberapa saat kemudian seorang siswa perempuan bertanya tentang bagaimana mengucapkan kata *naughty*. Sebelum R sempat menjawab, seorang siswa laki-laki langsung mengucapkan kata tersebut dengan benar tanpa diminta.

Selesai siswa mendeskripsikan artis favorit, R mengatakan bahwa mereka akan memainkan describing game. R menjelaskan peraturan describing game. Siswa terlihat sangat senang bermain game. Mereka tertawa terbahak-bahak saat teman mereka mendapat giliran mendeskripsikan artis dalam gambar. Kebanyakan siswa masih belum bisa menggunakan *is* dan *has* dengan benar. Mereka juga sering salah mengucapkan kata-kata. Namun, siswa lain yang sudah fasih pronounciationnya selalu ikut membenarkan siswa yang lain. R tidak lupa memberi feedback dan koreksi saat siswa salah dalam pengucapan dan grammar. R menghentikan permainan sebelum siswa merasa bosan. Kemudian R menyuruh siswa mengisi checklist sesuai yang mereka rasakan. R dan siswa membahasa apa yang mereka rasakan dan strategi apa yang harus digunakan. Setelah itu R menanyakan kesulitan siswa dan menutup pelajaran.

Field note 6
2 Mei 2013
Jam 10.45

R datang ke sekolah jam 10.30. R langsung menuju ruang guru. Ternyata T belum datang. R menunggu di depan. Beberapa siswa lewat di depan R dan menyapanya. Tepat saat bel tanda pergantian jam pelajaran berbunyi, T datang dan mengajak R langsung masuk kelas. Sampai di ruang kelas VII C ternyata guru mata pelajaran sebelumnya masih berada di dalam kelas. Lima menit kemudian baru guru tersebut keluar. R dan T masuk ke dalam kelas. R menyapa siswa dan menanyakan keadaan siswa dengan mengatakan “Good morning.” “How are you?” dan “Who is absent today?”. Siswa menjawab “Good

morning.” “I’m fine thank you.” dan “No one.” Para siswa terlihat lemas. “Kenapa lemes banget?” tanya R. “Abis olahraga mbak, capek.” Jawab seorang siswa. “Kalo gitu pemanasan dulu ya seperti biasa biar gak lemes,”kata R. R kemudian menyetel music klasik dan melakukan deep breathing dan stretching bersama para siswa. Semua siswa terlihat ikut serta melakukan strategi tersebut. “Gimana masih lemes gak?” tanya R. seorang siswa menjawab, “Masih mbak, tapi udah enakan udah pemanasan hehe.” R mereview pelajaran sebelumnya. R mulai masuk ke topic materi dengan bertanya pada siswa tentang profesi ayah/ibu mereka. R kemudian menunjukkan beberapa flashcards profesi. siswa menjodohkan gambar profesi sesuai nama yang tepat. R meminta siswa mengucapkan nama profesi. R membenarkan pronunciation siswa yang masih salah. Kemudian R mereview vocab bagian-bagian wajah. Siswa diberi teks descriptive tentang profesi. R menyuruh seorang siswa membaca teks tersebut. Siswa mengidentifikasi bagian teks. R menjelaskan strategi baru yaitu rewarding oneself untuk memotivasi siswa. R membagikan tiap siswa buku kecil untuk menuliskan positive statements. R memberi contoh positive statements yang bisa mereka tuliskan di buku. Sebelum melakukan tugas, siswa melakukan teknik deep breathing agar bisa mengerjakan tugas dengan baik. Setiap kelompok diberi 2 bendera hijau dan merah. Bendera merah diangkat jika ingin bertanya pada guru, bendera hijau diangkat saat selesai mengerjakan tugas. Ketua kelompok mengambil gulungan berisi gambar profesi. Secara berkelompok, siswa membuat teks descriptive sesuai gambar. Kelompok yang berhasil menyelesaikan tugas pertama kali menang. R meminta siswa untuk bekerja secara berkelompok. Siswa dibagi menjadi kelompok-kelompok dengan cara menghitung satu sampai empat. Mereka mulai sibuk mengerjakan tugas. “Kalo ngerjainnya kelompokkan gini kan enak.”kata seorang siswa laki-laki. “Kenapa?” tanya R. “Kalo kelompokkan kan gak maju satu-satu. Jadi gak isin meneh mbak, hehe.” Setelah selesai, R membagikan kartu kecil untuk tiap siswa. R meminta siswa menuliskan positive statements di kartu tersebut dan ditempel di buku masing-masing. Para siswa terlihat antusias dengan strategi ini. “Nulis kalimat positif di kartu ini kan mbak?” tanya seorang siswa

perempuan. “Iya, kalimat yang bisa bikin kalian semangat ya. Terus nanti kartunya ditempel di buku tadi,” jawab R. “Boleh kalimat sendiri gak mbak?” tanya murid laki-laki. “Gak apa-apa, malah bagus,” kata R. setelah semua siswa menuliskan kalimat positif, R bertanya, “Seneng gak nulis kalimat penyemangat gitu?” “Seneng mbak.” Kata beberapa siswa perempuan. “Gak malu kan?” tanya R. siswa lain tertawa kecil.

Kemudian R memberi tugas untuk mendeskripsikan salah satu anggota keluarga terkait profesinya. Beberapa siswa ditunjuk untuk maju di depan kelas. Kebanyakan dari mereka sudah bisa mengucapkan kata-kata dengan pronunciation yang benar. Beberapa siswa masih salah dalam pronunciation. Siswa yang lain membenarkan pronunciation teman mereka yang salah. Siswa sudah bisa menggunakan grammar dengan benar. Setelah beberapa siswa maju, R membagikan kartu pada tiap siswa. Siswa diminta menuliskan komentar positif atas penampilan mereka sendiri pada hari tersebut dan menempelkannya di buku kecil. Para siswa terlihat senang dan mau menuliskan komentar mereka. R kemudian menanyakan kesulitan siswa dan menutup pelajaran.

Field note 7

8 Mei 2012

Jam 7.30

R menunggu T yang masih belum datang di depan ruang guru. Lima menit kemudian bel masuk berbunyi. Namun T belum juga datang menghampiri R. T yang lain menghampiri R dan menyuruh R langsung menuju ruang kelas VII C sementara menunggu T. Ternyata T dalam perjalanan dan motornya bocor. Akhirnya R masuk kelas sendiri. Banyak siswa masih berada di depan kelas. Ada juga yang pergi ke kelas sebelah. R menginstruksi siswa agar masuk ke dalam kelas. R memulai pelajaran dengan memberi salam dan mengecek daftar hadir siswa. Siswa rebut sendiri. Sebagian bertanya dimana T berada. Beberapa siswa mengingatkan R untuk menyetel music klasik. R segera menyetel music klasik dan melakukan deep breathing bersama para siswa. Para siswa melakukan

deep breathing dengan tenang. Setelah itu mereka melakukan gerakan peregangan untuk merelaksasikan otot-otot mereka yang tegang karena seharian belajar. Tidak ada siswa yang ribut lagi. R kemudian bertanya tentang sarapan siswa pagi itu. ada yang menjawab roti, gudeg, dan bubur. Kemudian R menunjukkan flashcard bergambar nasi goreng pada siswa. R memberi pertanyaan terkait gambar. Siswa menjawab secara lisan. R mereview vocabulary dengan menunjukkan flashcards berbagai peralatan masak. Siswa menyebutkan nama peralatan masak tersebut. R membenarkan cara pengucapan yang salah. R mulai masuk ke materi dengan memberikan teks procedure tentang resep masakan. R menunjuk salah satu siswa untuk membaca teks tersebut. R menjelaskan tentang teks procedure, fungsinya, bagian-bagiannya, dan kalimat-kalimat yang digunakan.

Siswa melakukan deep breathing sebelum melakukan tugas. R memberi kegiatan berupa kompetisi grup untuk membuat siswa tertawa. Siswa diberi teks procedure yang tidak tersusun dengan benar. Dalam kelompok siswa menyusun teks tersebut agar menjadi resep yang benar. Kelompok yang pertama berhasil menyusun dengan benar menjelaskan resep tersebut secara lisan. Hanya ada satu kelompok yang berhasil menyusun teks dengan benar. R memberi feedback pada penampilan setiap grup. R memberi hadiah pada juara I, II, dan III. R memberi kartu kecil pada siswa untuk menuliskan kalimat positif sebagai strategi self-rewarding.

Siswa kembali melakukan teknik deep breathing. Siswa diberi gambar makanan. Siswa harus membuat resep berdasarkan gambar yang didapat dan menjelaskan secara lisan di depan kelas. R mengingatkan siswa untuk menggunakan strategi taking risk sebelum maju. Sepuluh menit kemudian beberapa siswa mengajukan diri untuk maju dan menjelaskan resep makanan yang dibuat. R mempersilakan siswa maju. R mengingatkan siswa untuk berhenti sejenak dan tarik nafas dalam ketika siswa grogi. Seorang siswa perempuan bernama Wida terbata-bata. "Wida, are you nervous?" kata R. Siswa perempuan tersebut mengangguk. "Pake strategi nya dulu ya mbak," kata siswa itu. R menjawab "Iya, pake deep breathing." Setelah itu siswa itu berhenti dan

menarik nafas dalam. Semenit kemudian siswa tersebut melanjutkan menjelaskan resepnya. Kebanyakan siswa sudah bisa menjelaskan bagaimana membuat suatu masakan. Namun, siswa masih ada kekurangan dalam penggunaan sentence connectors dan kata kerja yang dipakai. Setelah itu R memberi feedback atas penampilan para siswa. R kemudian memberi kartu kecil pada tiap siswa untuk menuliskan kalimat positif tentang penampilan mereka dan di temple di buku. Setelah itu, siswa mengisi feeling checklist. R bertanya tentang perasaan apa yang mereka centang. Beberapa siswa menjawab percaya diri dan beberapa yang lain menjawab senang. Tidak ada siswa yang menjawab lelah atau takut. “Sekarang udah gak takut lagi kalau disuruh maju?” tanya R. “Enggak mbak.” Jawab siswa. “Kenapa?” tanya R. “Kan udah pake deep breathing.” Jawab beberapa siswa. “Oh gitu ya, kalo yang lain pake strategi apa?” tanya R pada sebagian siswa yang lain. Siswa diam. “Nisa pake stratagei apa?” tanya R pada seorang siswa perempuan. “Emm..pake music klasik mbak, hehe,” jawab siswa tersebut. Setelah itu R menanyakan kesulitan yang ditemui siswa. R tak lupa mengingatkan siswa untuk memakai strategi yang sudah diajarkan. R menutup pelajaran.

Field note 8

9 Mei 2012

Jam 10.45

R menunggu T yang masih mengajar di depan ruang guru. Lima menit kemudian bel pergantian pelajaran berbunyi. T datang menghampiri R. R dan T langsung menuju ruang kelas VII C. sebelum sampai ke ruang VII C. Banyak siswa masih berada di depan kelas. Ada juga yang pergi ke kelas sebelah. T menginstruksi siswa agar masuk ke dalam kelas. Semua siswa masuk diikuti R dan T. Beberapa siswa terlihat lemas karena mereka baru saja mendapat pelajaran olah raga. T berkata bahwa hari itu mereka akan belajar di laboratorium. Semua siswa langsung antusias dan berteriak “Horeee.” Mereka segera menuju ke laboratorium bahasa. Semua siswa mencari tempat duduk

sendiri karena satu computer untuk satu anak. R langsung membuka pelajaran dengan mengucapkan salam dan mengecek daftar hadir siswa. R bertanya pada siswa yang masih tiduran di bangkunya. “Aldi, are you okay?”. Siswa tersebut mengangkat kepalanya “Yes mbak, hehe, tired mbak,” jawabnya. “Why are you tired?” tanya R. “Habis olah raga, sport sport,” jawab siswa itu. “Okay, we will start the lesson now,” kata R. Seperti biasa R menyetel music klasik dan melakukan deep breathing bersama para siswa. Siswa terlihat mengantuk karena hari memang sudah siang. Lalu, R menyuruh siswa untuk berdiri di tempatnya masing-masing untuk melakukan gerakan peregangan selama lima menit. “Are you still sleepy?” tanya R pada siswa yang kelelahan. “Hmm no Miss.” Jawabnya. “Great, are you ready to study?” tanya R lagi. Siswa tersebut mengangguk. R membuka pelajaran dengan bertanya tentang minuman favorit para siswa. “What is your favorite drink?” tanya R. “Juice,” jawab seorang siswa. “Hot chocolate,” kata siswa lainnya. R bertanya lagi “Can you make it by yourself?” Semua siswa diam. Seorang siswa perempuan menjawab “Of course.” Kemudian R menunjukkan flashcard gambar minuman favoritnya. R memberi pertanyaan terkait gambar. Setelah itu R mereview kembali tentang procedure text yaitu resep. R menayangkan video tentang bagaimana membuat jus jeruk melalui komputer. Siswa terlihat antusias melihat video sampai selesai. Setelah itu, R memberi pertanyaan tentang video tersebut. Siswa diharuskan menjawab secara lisan.

Sebelum mengerjakan tugas, R menyuruh siswa untuk melakukan teknik deep breathing. Kemudian siswa dibagi menjadi kelompok-kelompok sesuai tempat duduk. R mengadakan kompetisi grup untuk memberi siswa aktivitas yang menyenangkan dan agar siswa bisa tertawa. Siswa diberi gambar tentang cara membuat minuman. Dalam kelompok, siswa membuat teks procedure tentang bagaimana membuat minuman sesuai gambar. R membatasi waktunya. Beberapa siswa berjalan kesana kemari mencontek pekerjaan kelompok lain. Saat R mengingatkan siswa bahwa waktu kurang sedikit, mereka saling berlomba untuk menyelesaikan tugas. Setelah waktu yang ditentukan habis, tiap kelompok menjelaskan bagaimana membuat minuman tersebut secara lisan. R

mengingatkan siswa untuk memakai strategi taking risks. Setiap ada kelompok yang sedang maju, siswa yang tidak maju tertawa karena mereka mempresentasikan sambil bergaya seolah-olah sedang membuat minuman tersebut. Setelah semua kelompok selesai menjelaskan hasil diskusi mereka, R mengumumkan juaranya. R memberi hadiah pada kelompok yang juara. Setelah itu R membagikan kartu kecil pada siswa untuk menuliskan kalimat positif untuk ditempel di buku.

Siswa diberi tugas untuk menjelaskan bagaimana membuat minuman favoritnya di depan kelas. Sebelum mulai menjelaskan, para siswa memulai dengan melakukan teknik deep breathing. Beberapa siswa membuat kesalahan dalam pronunciation. Namun, mereka sudah bisa dalam penggunaan kata kerja dan sentence connectors. Banyak siswa yang maju sudah lancar dan tidak sering berhenti di tengah penjelasan. R menyuruh siswa lain memberi feedback dan koreksi atas penampilan siswa yang maju. Setelah beberapa siswa maju, R menghentikan pelajaran. R membagi kartu kecil untuk menuliskan kalimat positif. Setelah itu R menyuruh siswa mengisi feelings checklist dan mendiskusikan hasilnya bersama siswa. R menanyakan kesulitan dan menutup pelajaran.

APPENDIX C: INTERVIEW TRANSCRIPTS

NB :
R : **Researcher**
T : **Teacher**
S : **Student**
HM : **Head Master**

Interview 1

The interview was done with the head master.

Jumat 30 Maret 2012.

R : “Assalamualaikum, Selamat pagi pak.”
HM : “Selamat pagi mbak, silakan masuk. Ada yang bisa saya bantu?”
R : “Terima kasih Pak. Begini saya dari UNY jurusan pendidikan bahasa Inggris. Maksud kedatangan saya kesini untuk minta ijin melakukan penelitian di sekolah ini, kira-kira bapak mengijinkan tidak?”
HM : “Oh,ya boleh saja mbak, kelas berapa yang mbak teliti?”
R : “Kelas 7 pak, saya hanya mengambil 1 kelas.”
HM : “Nanti yang mengajar mbaknya?”
R : “Iya pak tapi nanti saya juga minta bantuan guru.”
HM : “Oh begitu, nanti mbaknya langsung ketemu dengan guru bahasa inggrisnya ya, namanya Miss Trinita atau Miss Puji.”
R : “Iya pak, terima kasih.”

Interview 2

The interview was done with the teacher.

Jumat 30 Maret 2012

R : “Selamat pagi, Bu, dengan Miss Trinita? Maaf, mengganggu ibu sebentar..”
T : “Oh iya mbak, silakan masuk, ada yang bisa saya bantu?”
R : “Saya dari UNY jurusan Pendidikan Bahasa Inggris bermaksud penelitian di kelas yang ibu ajar.”
T : “Kelas berapa mbak yang mau diambil? Saya mengajar kelas VII sama XI”

- R : “Kelas VII aja Bu. Nanti saya ambilnya cuman satu kelas.”
- T : “Oh iya, bisa, disini kan saya ngajarnya berdua mbak sama Miss Puji, nanti mbaknya sama Miss Puji ya soalnya saya focus ke kelas XI yang mau ujian.”
- R : “Iya Bu. Sebelum penelitian saya mau bertanya-tanya dulu tentang pembelajaran bahasa inggris khususnya kelas VII. Ibu ada waktu sebentar?”
- T : “Iya mbak, mari silahkan duduk disini.”
- R : “Iya bu, terima kasih. Selama ini bagaimana pembelajaran bahasa Inggris di kelas VII Bu?”
- T : “Untuk bahasa Inggris itu 5 jam seminggu mbak, tiga kali pertemuan. Disini saya ngajarnya team teaching gitu sama Miss Puji. Pembelajarannya di kelas tapi seminggu sekali kita di laboratorium bahasa.”
- R : “Kegiatan pembelajarannya untuk speaking gimana Bu biasanya?”
- T : “Biasanya ya greeting dulu, terus tanya jawab hal yang berkaitan sama materi. Setelah itu baru ngerjain tugas.”
- R : “Materinya sumbernya ibu pakai darimana ya Bu?”
- T : “Itu dari LKS mbak, ada di perpustakaan kok tapi gak banyak”
- R : “Kalau media yang dipakai biasanya apa aja Bu?”
- T : “Jarang pakai media mbak, paling kalo di laboratorium, disitu kan banyak komputernya, satu anak satu. Nah biasanya disitu saya pakai CD pembelajaran, puterin musik atau nonton film tapi ya itu kadang-kadang gak mesti seminggu sekali dapet jatah di lab.”
- R : “Di kelas biasanya menggunakan bahasa Inggris Bu?”
- T : “Sedikit-sedikit mbak, soalnya anak-anak gak paham kalo pake bahasa Inggris semua. Biasanya untuk greeting saya pake bahasa Inggris.”
- R : “Selama ini banyak kendala yang Ibu temui gak Bu dalam proses pembelajaran bahasa Inggris?”
- T : “Ada beberapa kendala dalam mengajar, seperti faktor dari siswanya, materi, sama teknik belajar. Siswa itu masih banyak yang tidak suka pelajaran bahasa Inggris, katanya susah, mereka takut dan malu bicara. Kalau dari

materi mungkin kita sudah cukup, ada yang dari buku paket, LKS, dan hand out. Kalau fasilitas disini lumayan lengkap mbak kayak laboratorium bahasa. CD pembelajaran juga banyak tapi gak bisa digunakan sering sering soalnya gentian sama kelas lain.”

R : “Untuk pembelajaran speaking gimana Bu, apa digabung sama skill lainnya atau dipisah sendiri?”

T : “Digabung jadi satu mbak. Soalnya saya jarang focus ke speaking. Anak-anak kalo disuruh bicara itu pada gak mau, diem semua. Kalo disuruh maju itu masih malu-malu pada gak berani.”

R : “Aktivitasnya apa aja Bu?”

T : “Biasanya saya beri contoh dialog lalu siswa membaca dan mempraktekan secara berpasangan. Itu saya ambil dari LKS aja mbak.”

R : “Siswa pada berani maju Bu?”

T : “Kebanyakan dari mereka masih malu-malu, dan gak mau disuruh maju. Ada yang berani sih tapi Cuma dua tiga siswa selebihnya masih malu-malu. Katanya takut salah gitu”

R : “Emm kemampuan speaking siswa saat ini gimana Bu?”

T : “Saat ini masih kurang. Siswa masih malu untuk berbicara, mereka takut salah ngomong. Cara pengucapan mereka juga masih banyak yang salah terus gak hapal sama kata-katanya.”

R : “Jadi speaking skill anak-anak masih perlu ditingkatkan ya Bu?”

T : “Iya mbak, siapa tau mbak Windi bisa membantu”

R : “Iya nanti saya minta bantuan Ibu ya Bu kalau ada apa-apa saya menghubungi Ibu.”

T : “Iya mba, nanti sama Miss Puji langsung tapi kalau ada apa-apa bisa juga hubungi saya, insya Allah saya bantu.”

R : “Terima kasih banyak ya Bu atas waktunya, saya permisi dulu, Assalamualaikum”

T : “ iya mbak, Wa”alaikumsalam.”

Interview 3

The interview was done with the students.

Selasa 3 April 2012

Students: Elsa and Wida

R : “Selamat siang adik-adik?”

S (all) : “Siang mbak, ada apa ya mbak?”

R : “Ehmmm, kalian lagi sibuk ga dek, mbak mau nanya-nanya nih boleh gak?”

S1 : “Nanya apa e mbak?”

R : “Mbak kan nanti mau penelitian disini, jadi mau tanya-tanya gitu. Ini namanya siapa aja ya?”

S1 : “Aku Elsa mbak.”

S2 : “Aku Wida mbak.”

R : “Kalo mbak namanya mbak Windi. Kalian suka ga sama pelajaran bahasa inggris?”

S1 : “Mmmm, biasa aja mbak. Ga suka-suka banget.”

S2 : “Gak suka mbak susah.”

R : “Emang susah nya bahasa inggris menurut kalian kenapa?”

S1 : “Ngomongnya itu loh, kayak bule. Susah hehe.”

S2 : “Kalau aku susah inget kata-katanya, artinya gak tau semua e mbak.”

R : “Kalau disuruh ngomong depan kelas berani gak?”

S1 : “Takut kalo disuruh ngomong mbak, takut salah, ntar diketawain sama temen-temen, kan malu.”

R : “Oh gitu ya dek, terus apa lagi?”

S2 : “Bingung mau ngomong apa, kan kata-katanya gak tau artinya mbak.”

S2 : “Ummm...malu juga kalo jawab pertanyaan eh ternyata salah.”

R : “Oh gitu, terus menurut kalian gimana kalo pas Miss Trinita sama Miss Puji ngajar?”

S : “Gimana pie mbak?”

R : “Ya ibunya sering pake media gak?”

S2 : “Jarang e mbak. tapi kadang pelajarannya di lab.”

- R : “Terus kegiatannya ngapain aja?”
- S2 : “ Seringnya cuma nulis sama ngerjain buku materi. Kalo di lab asyik, bisa nonton film apa dengerin lagu tapi jarang di lab nya.”
- R : “Emm, sering speaking gak?”
- S1 : “Ya jarang mbak, kan seringnya nulis. Paling ngomongnya pas praktekin dialog di depan kelas.”
- R : “Kalo untuk speaking ada kesulitan gak?”
- S1 : “Wah banyak mbak. Ya itu, malu ngomongnya, gak tau mau ngomong apa.”
- S2 : “Iya, lagian suka diejekin nek ngomong salah mbak. Gak pede jadinya.”
- R : “Oh gitu ya. Terus buat mengatasi kesulitan itu kalian pake cara khusus gak? Misalnya biar gak malu ngapalin dulu kalimat sampe hafal atau tanya cara ngomong yang bener gimana ke Miss Pu.”
- S1 : “Gak e.”
- S2 : “Gak, berdoa aja kalo aku disuruh maju.”
- R : “Oke, mbak rasa udah dulu ya. Makasih ya adik-adik udah mau diwawancarai.”
- S(all) : “Sama-sama mbak.”

Interview 4

The interview was done with the students.

Selasa 3 April 2012

Students: Bayu and Reza.

- R : “Selamat siang adik-adik, boleh ngobrol sebentar?”
- S(all) : “Siang mbak, boleh mbak.”
- R : “Oiya, kenalan dulu deh. Mbak namanya mbak Windi, Ini namanya siapa aja ya?”
- S1 : “Aku Bayu mbak.”
- S2 : “Aku Reza mbak.”
- R : “Kalian suka ga sama pelajaran bahasa inggris?”

- S1 : “Suka banget mbak soalnya Miss Pu nya enak ngajarnya. Oh ya Miss Pu itu sodaraku loh mbak.”
- R : “Oh, gitu ya, kalo Reza gimana?”
- S2 : “Ga gitu suka mbak, susahh e.”
- R : “Susahnya gimana?”
- S2 : “Kadang gurunya terlalu cepet kalo ngajar. Sama itu ngafalin vocabularinya susah pokoknya bahasa inggris susah deh.”
- R : “Kalo menurut Bayu gimana, kan katanya suka bahasa inggris?”
- S1 : “Asik kok mbak. Soalnya aku emang suka bahasa Inggris dari dulu.”
- R : “Terus kalo disuruh ngomong bahasa Inggris susah nggak?”
- S1 : “Hmm gak juga sih tapi paling suka gak pede. Takut salah jawab nek di tanya.”
- S2 : “Kalo aku susah nyusun kata-katanya kalo mau ngomong, jadi takut kalo mau ngomong. Takut kalo salah ngucapinya.”
- R : “Oh gitu ya, terus kalo masalah grammar gimana? Susah gak?”
- S1 : “Ya grammar juga mbak hehehe, pusing.”
- R : “Berarti takut salah ya..emm terus kalian pake cara khusus gak buat ngatasin kesulitan kalian?”
- S1 : “Cara apa mbak?”
- R : “Ya misalnya kalo pas takut ngomong terus buat ngatasinnya kamu tarik nafas dalam-dalam gitu. Atau kalian ngapalin kata-katanya dulu sebelum maju.”
- S2 : “Gak pernah mbak. Biasanya aku cuma gerakin jempol biar gak grogi (membuat gerakan dengan dua jempol tangan).”
- R : “Hehehe gitu ya, terus menurut kalian Miss Pu seperti apa ngajarnya? Apa sudah memanfaatkan fasilitas yang ada?”
- S1 : “Kalo dari fasilitas kita ada laboratorium mbak. Tapi jarang disitu juga mbak.”
- S2 : “Iya mbak, padahal enak kalo di lab, bisa liat film.”
- R : “Oh gitu toh, terus kalo di kelas aktivitasnya ngapain aja?”

- S1 : “Kalo di kelas aktivitasnya ngebosenin soalnya cuma baca dialog, jarang ada yang seru.”
- R : “Mmm begitu ya, kalo materinya gimana?”
- S2 : “Ya gitu deh mbak.”
- R : “Gitu gimana?”
- S2 : “Materi ya dari buku paket. Tapi susah soalnya gak semua anak punya.”
- R : “Sering ngomong apa teori?”
- S1 : “Seringnya teori, jarang ngomong, biasanya cuma hafalan dialog saja. Kalo listening juga cuma ibunya yang ngomong.”
- R : “Kalo permainan gitu pernah gak?”
- S1 : “Gak tuh.”
- R : “Ok mbak rasa udah cukup. Makasih ya buat waktunya.”
- S(all) : “Ya mbak sama-sama.”

Interview 5

Interview was done with the students after meeting 1 done.

Selasa 10 April 2012

Students: Rahmat

- R : “Siang dek, kok di kelas aja?”
- S : “Males aja mbak.”
- R : “Mbak boleh nanya-nanya ga?”
- S : “Boleh, mau nanya apa mbak?”
- R : “Ini lho dek tentang pelajaran tadi, gimana menurut adik?”
- S : “Aneh ya mbak, tadi yang pas apa itu breathing breathing itu hehehe.”
- R : “Tapi gimana berguna gak buat ngatasin grogi?”
- S : “Ya lumayan lah mbak.”
- R : “Emmm, terus ngerti gak sama pelajarannya?”
- S : “Susah mbak, abis ngomongnya pake basa Inggris terus sih mbak, jadi ga ngerti.”
- R : “Kan mbak terjemahin kan?”
- S : “Ya kalo diterjemahin ya ngerti hehe.”

R : “Yaudah makasih ya.”

S : “Sama-sama mbak.”

Interview 6

Interview was done with the students after meeting 1 done.

Selasa 10 April 2012

Student: Reza and Bayu

R : “Hai Reza, Bayu, boleh nanya-nanya bentar ga?”

S1 : “Waduh nanya apa ya mbak?”

S2 : “Mau nanya apa ya mbak?”

R : “Mba mau nanya tentang pelajaran tadi. Gimana menurut kalian? Kan dulu katanya Reza susah ngikutin pelajaran bahasa inggris tuh.”

S1 : “Hehe iya mbak.”

R : “Terus tadi gimana ada yang beda gak?”

S2 : “Iya mbak soalnya strategi-strategi yang mbak ajarin.”

R : “Bingung gak menggunakan strategi-strateginya tadi?”

S1 : “Gak kok mbak, malah asik. Besok kayak gitu lagi ya mbak.”

R : “Bayu gimana, bisa menggunakan strateginya?”

S2 : “Ya bisa mbak, lumayan.”

R : “Gimana menurut kamu penggunaan deep breathing technique?”

S2 : “Aku tuh udah biasa pake teknik ini mba sebelum mba ajarin.”

R : “Ohh gitu toh? Terus membantu gak dalam berbicara bahasa Inggris?”

S : “Iyalah mbak. Soalnya kalo aku suka grogi pas mau ngomong depan kelas. Aku tarik napas dalem-dalem biar gak grogi.”

R : “Kalo materinya gimana?”

S : “Materinya biasa aja mbak, ya tapi ngomong terus, capek.”

R : “Ya malah bagus kan, jadi tambah bisa speakingnya?”

R : “Terus ada kesulitan ga pas buat dialognya?”

S1 : “Engga kok mbak, soalnya ada gambarnya.”

S2 : “Agak susah juga sie mbak, soalnya waktunya sedikit.”

- R : “Tadi malu gak pas disuruh majubuat praktekin dialog?”
- S1 : “Ya dikit. Masih suka nervous mbak nek ngomong di depan kelas, soalnya belum siap.”
- S2 : “Kalo aku gak malu mbak, kan berpasangan inih hehehe..”
- R : “Oh ya dek, menurut kalian gimana tentang strategi yang lain tadi kayak yang ngisi checklist itu?”
- S1 : “Gak ngerti ya pertamanya ya Yu.”
- S2 : “Iya mbak, Reza moso ndelok nggonku terus”
- R : “Emang gak ngertinya gimana?”
- S1 : “Ya bingung aja suruh ngisinya gimana.”
- R : “Setelah mba jelasin udah paham belum?”
- S1 : “Udah kok mbak.”
- S2 : “Iya mbak udah, aku dari awal udah dong kok.”
- R : “Kalo gitu, menurut kalian checklist tadi berguna gak dalam belajar bahasa Inggris?”
- S1 : “Agak-agak dong mbak hehhe.”
- S2 : “Iya mbak, kalo ngisinya sih ngerti trus manfaatnya gak tau buat apa. Emang buat apa toh mba itu?”
- R : “Itu tuh biar kita ngerti apa yang kita rasain. Kalo kita sadar kalo kita itu takut apa gak pede kan kita bisa tau cara ngatasinnya. Kayak yang tadi mba jelasin. Bisa pake deep breathing biar gak takut sama biar rileks.”
- S2 : “Owalah gitu toh, ya ya ya mbak, ngerti aku saiki.”
- R : “Hehehe..terus ada kesulitan gak pake strategi yang mbak ajarin?”
- Ss : “Gak kok mba.”
- R : “Ya udah kalo gitu, makasi ya buat waktunya.”
- S (all) : “Iya sama-sama mbak.”

Interview 7

Interview was done with the teacher after Meeting 1 done.

Selasa 10 April 2012

Teacher: Miss Puji

R : “Mengenai pembelajaran pada pertemuan pertama Miss, menurut pendapat Miss Puji gimana? Actionsnya sudah berhasil belum?”

T : “Kalo untuk penggunaan bahasa Inggrisnya sendiri sih udah bagus mbak, Cuma ya anak-anak belum terbiasa. Sebenarnya saya sudah coba memakai bahasa Inggris di kelas mbak, tapi mereka kan suka gak dong jadinya saya campur pakai bahasa Indonesia. Kadang mereka cuma diem aja kalo diperintah soalnya mereka ga tau artinya.”

R : “Kalo penggunaan pair sama group works nya gimana Miss?”

T : “Kalo itu udah bisa bikin anak-anak gak malu ya buat maju. Mereka biasanya gak mau loh kalo disuruh ngomong di depan.”

R : “Lalu bagaimana menurut Miss tentang penggunaan strategi afektif yang saya ajarkan?”

T : “Mereka antusias ya mbak, mungkin karena hal baru. Kayaknya mereka menikmati aja gitu.”

R : “Gimana pendapat Miss Pu mengenai manfaat strategi afektif ini?”

T : “Bermanfaat buat mengatasi ketakutan mereka mbak, terutama yang deep breathing itu loh. Kebanyakan siswa kan pada takut kalo disuruh speaking.”

R : “Apakah siswa sudah bisa menggunakan strategi untuk mengatasi kesulitan speaking Miss?”

T : “Sepertinya masih banyak siswa yang agak bingung gimana menggunakan strateginya mbak. Sepertinya mereka masih harus sering diingatkan kapan harus memakai strateginya. Gitu.”

R : “Menurut Miss apa kekurangan dari pelaksanaan hari ini?”

T : “Mungkin penjelasan tentang strateginya, bagaimana menggunakan, sama kenapa menggunakan harus lebih diperjelas lagi mbak. Terus untuk penggunaan classroom English juga sebaiknya dibarengi terjemahannya dulu.”

R : “Oke Miss, nanti saya coba saran dari Miss Pu. Makasih banyak ya Miss.”

T : “Sama-sama mbak.”

Interview 8

Interview was done with the students after Meeting 2 done.

Rabu 11 April 2012

Students: Aldi, Fitto, Aga, Bimelga, and Rico.

R : “Gimana adik-adik, pelajaran bahasa Inggrisnya tadi paham gak?”

S1 : “Lumayan.”

S2 : “Agak paham dikit.”

R : “Wahh kok cuma dikit?”

S1 : “Iya mbak soalnya mbaknya ngomong basa Inggris terus sih.”

R : “Loh kan memang pelajaran bahasa Inggris kan? Hehe.”

S1 : “Oh yo ding hehe.”

R : “Suka gak tadi aktivitasnya?”

S2 : “Suka mbak.”

R : “Suka gak sama gamenya?”

S2 : “Game nya suka banget mbak.”

R : “Sukanya kenapa?”

S1 : “Soalnya menyenangkan mba.”

R : “Susah gak?”

S1 : “Gak kok.”

R : “Kamu bisa ngomong Inggris gak sama temen pas main game?”

S2 : “Bisa.”

R : “Masih takut buat ngomong Inggris?”

S2 : “Gak lah.”

R : “Terus kalo strategi yang mbak ajarin berguna gak?”

S : “Yang mana ya mbak?”

R : “Itu loh yang dengerin music klasik tadi? Gimana menurut adik?”

S : “Asik mbak, aku suka.”

- R : “Sukanya kenapa?”
- S : “Emm..soalnya easy listening gitu musiknya jadi dengerinnya enak.”
- R : “Dengerin music klasik bikin rileks ya?”
- S : “Iya mbak. Kan emang itu fungsinya music klasik juga.”
- R : “Wah kamu pintar ya.”
- S : “hehehe”
- R : “Ada kesulitan gak buat penggunaan strategi deep breathing sama music klasik?”
- S : “Gak kok mbak.”
- R : “Terus strategi baru yang tadi gimana? Bisa menggunakannya gak?”
- S1 : “Iya mbak, bisa. Yang relaksasi itu kan?”
- R : “He eh. Strategi itu bisa membantu kamu rileks gak?”
- S1 : “Bisa mba. Kan itu kayak pemanasan.”
- R : “Terus apalagi?”
- S2 : “Bisa bikin anak yang brisik pada diem mba, hehe. Tadi gak ada yang jalan muter-muter lagi bikin ribut.”
- R : “Terus kalo udah rileks jadi gimana?”
- S1 : “Yaa jadi siap nerima materi mba, jadi siap buat pelajaran.”
- S2 : “He-eh.”
- R : “Kalo strategi yang ngomong kalimat penyemangat gitu gimana?”
- S1 : “Oh, yang kalimat positif itu ya mbak? Aneh ah mbak.”
- R : “Menurut kamu, strategi itu bisa bikin kamu pede gak dalam berbicara?”
- S1 : “Gak mbak. Itu malah malu-maluin.”
- S2 : “Iya e, gak bisa bikin pede.”
- R : “Hmm gitu ya, gak biasa sih ya. Jadi kalian mau gak pake strategi ini lagi besok-besok?”
- Ss : “Gak mau.”
- R : “Terus yang ngisi checklist itu, perasaan apa yang kamu centang?”
- S1 : “Emm..takut sama lelah.”
- R : “Berguna gak buat kamu checklistnya?”
- S : “Emm ya,soalnya jadi tau gimana ngatasin biar gak takut.”

- R : “Ristina gimana?”
- S2 : “Aku nyentang happy mbak.”
- R : “Hooh toh? Kenapa kamu happy?”
- S2 : “Hehe soalnya main game mbak.”
- R : “Kalo buat materinya sendiri udah paham belum?”
- S3 : “Udah sih mbak.”
- R : “Pake kartu bergambar gitu bisa bantu kamu nginget kata-katanya gak?”
- Ss : “Iya.”
- R : “Terus gimana dengan strategi buku diari? Kalian udah mulai nulis perasaan kalian tentang belajar speaking?”
- S4 : “Belum e mba, hehehe..”
- S3 : “Sama aku juga belum.”
- R : “Loh kenapa? Gak mudeng apa gimana?”
- S3 : “Yaa gitu deh.”
- R : “Gitu gimana jal?”
- S3 : “Kayak cewek aja nulis diari, hahaha.”
- S4 : “Iyo bener kui hahaha.”
- R : “Haha oh gitu ya, terus tadi pas disuruh nanya temennya tentang makanan dan minuman favorit gimana bisa gak?”
- S3 : “Bisa mbak. Gampang kok itu.”
- R : “Menurut kalian strategi nya membantu kalian dalam speaking gak? Setelah pake strategi kalian jadi pede gak?”
- S4 : “Iya bikin berani dan pede mbak.”
- R : “Kenapa?”
- S4 : “Soalnya gak takut lagi ngomong di depan.”
- R : “Kamu pake strategi yang mana?”
- S5 : “Deep breathing mbak. Bisa bikin aku tenang jadi lebih pede.”
- R : “Ada kesulitan gak pas ngelakuin strategi relaksasi?”
- S5 : “Gak.”
- R : “Setelah pake itu masih takut ngomong bahasa Inggris?”
- S5 : “Gak. Kan rileks.”

- R : “Oya, terus ada peningkatan buat speaking kalian ga? Misalnya kalian jadi lebih banyak ngomong gitu?”
- S3 : “Iya mbak, sekarang sering ngomong, jadi lebih pinter speakingnya, hehehe...”
- R : “Terus menurut kalian pemberian feedback sama koreksi setelah kalian melakukan speaking performance gimana? Ada manfaatnya ga?”
- S4 : “Iya mbak, kita jadi tau gimana cara ngomong yang bener.”
- R : “Hehehe, gitu ya dek, terus ada kesulitan gak dek?”
- S3 : “Eemm ga ada sih mbak.”
- R : “Ya sudah dek, makasi ya buat waktunya.”
- Ss : “Ya mbak sama-sama.”

Interview 9

Interview was done with the collaborator after Meeting 2 done.

Rabu 11 April 2012

- R : “Menurut Miss KBM tadi gimana Miss?”
- T : “Sudah lumayan bagus mbak.”
- R : “Gimana strategi yang baru Miss? Relaksasi sama mengucapkan kalimat penyemangat?”
- T : “Kalo relaksasi itu efektif kok mbak, anak-anak jadi rileks. Terlihat kan mereka tadi kalem-kalem. Itu si Aga aja gak brisik setelah melakukan gerakan stretching tadi.”
- R : “Kalo yang mengucapkan kalimat penyemangat Miss?”
- T : “Emm..kalo itu kayaknya anak-anak pada gak mau pake ya mbak. Mungkin karena aneh tur gak biasa.”
- R : “Iya Miss, saya pikir juga gitu, hehe. Soalnya mereka pada bilang malu kalo ngomong kalimat gitu. Terus sebaiknya dipakai lagi gak Miss buat pertemuan selanjutnya?”

- T : “Strategi yang kalimat penyemangat mendingan gak usah dipakai aja mbak. Mereka juga gak bisa menggunakan itu toh.”
- R : “Oh iya Miss.”
- T : “Sama itu mbak, kalo bisa, aktivitas yang buat ngenalin vocab ditambahi lagi biar mereka juga tambah antusias.”
- R : “Iya Miss, besok rencananya mau saya kasih kegiatan matching.”
- T : “Ya itu juga bagus.”
- R : “Lalu bagaimana menurut Miss tentang penggunaan strategi music klasik?”
- T : “Bagus Mba, pas tadi music klasiknya diputerin, kan mereka diem semua, dengerin sampe abis.”
- R : “Terima kasih banyak ya Miss.”
- T : “Ya mbak sama-sama.”

Interview 10

Interview was done with the students after Meeting 3 done.

1 Mei 2012

Students: Yutyanda, Risandika, and Devi

- R : “Gimana pendapatnya dek tentang pelajaran hari ini?”
- S1 : “Seru mbak.”
- S2 : “Iya mbak lebih seruuu.”
- R : “Serunya gimana?”
- S1 : “Aktivitasnya mbak, kagiatan yang jodohin gambar sama tulisane. Kita jadi lebih aktif.”
- S2 : “Gambar-gambarnya bikin jadi gak ngebosenin.”
- S3 : “Menyenangkan Miss. Aku suka gambar-gambarnya. Aku suka nempelannya.”
- S1 : “Iya menarik itu hihi.”
- R : “Gambarnya membantu kalian dalam belajar gak?”

- S3 : “Iya, bikin apal kata-katanya.”
- R : “Kan mbak pake bahasa Inggris terus, kalian mudeng gak?”
- S1 : “Pertamanya sih gak, sekarang ya mudeng. Soalnya mbak diulang terus ngomong Inggrisnya.”
- R : “Mudeng gak pas mbak ngasih perintah pake bahasa Inggris (melambaikan tangan ke atas dan bawah)?
- S1 : “Ya! Aku tahu. Maksudnya nyuruh berdiri kan?”
- R : “Bener. Kalo ini (meletakkan telunjuk di bibir)?”
- S1 : “Ahh..jangan brisik.”
- R : “Terus strategi yang baru tadi gimana? Yang ambil resiko itu loh? Mudah gak menggunakannya?”
- S1 : “Iya Miss, mudah.”
- S2 : “Ya itu tinggal nekat maju aja, terus berdoa.”
- R : “Trus itu bermanfaat gak buat belajar speaking?”
- S3 : “He eh. Jadi berani maju ya Dev ya.”
- R : “Terus menurut kalian, strategi-strategi yang udah dipake bisa meningkatkan kemampuan bahasa Inggris kalian gak?”
- S1 : “Iya Miss.”
- R : “Peningkatan apa?”
- S1 : “Mmm..sekarang ngomongnya jadi lebih lancar soalnya gak grogi, gak gemeter ngomonge kayak dulu.”
- R : “Emang pake strategi apa?”
- S1 : “Deep breathing technique terus juga inget-inget kata-katanya yang mau diomongin.”
- R : “Oh gitu ya, kalo kamu?”
- S2 : “Sama Miss, ya tarik napas dalam sebelum maju.”
- S3 : “Kalo aku pake gerakan stretching dulu hehe..itu bisa ngurangin rasa nervous.”
- R : “Kalo strategi yang ngisi checklist itu gimana?”
- S2 : “Ya itu juga ngebantu Miss. Aku sih jadi tau kudu gimana nek pas gak pede sama bingung.”

- R : “Selain itu ada peningkatan apalagi?”
- S1 : “Kosakatanya nambah banyak, cara bacanya juga udah banyak yang tau.”
- S2 : “Jadi ga grogi lagi kalo maju.”
- R : “Kegiatan kelompok gimana?”
- S1 : “Seneng mbak, jadi gak malu kalo disuruh maju.”
- R : “Haha gitu ya.”
- S2 : “Iya mbak, enak aja mikir bareng-bareng jadi gak mumet hehe.”
- R : “Hmm jadi speakingnya meningkat ya. Jadi lebih aktif dan berani maju, kosakatanya nambah, cara pengucapan yang benar juga udah tahu.”
- Ss : “Ya mbak.”
- R : “Ya udah kalo gitu, makasi buat waktunya ya.”
- Ss : “Sama-sama mbak.”

Interview 11

Interview was done with the collaborator after Meeting 3 done.

1 Mei 2012

- R : “Gimana Miss actions yang udah dilakukan tadi?”
- T : “Sudah lebih bagus dari yang kemarin mbak. Anak-anak tadi lebih aktif. Mereka senang sama aktivitasnya. ”
- R : “Iya Miss. Kalo penggunaan classroom English gimana?”
- T : “Mereka udah paham ya mbak. Pas mbaknya kasih instruksi-instruksi, banyak yang ngerti harus ngapain.”
- R : “Oh gitu ya Miss, mungkin karena udah terbiasa ya Miss. Eh untuk speaking skill mereka gimana Miss, udah meningkat belum?”
- T : “Udah lumayan kok mbak. Mereka udah gak takut lagi buat maju, buat tanya. Ya lumayan keberanian buat ngomongnya.”

- R : “Untuk kelancaran dalam berbicara gimana Miss? Apa penggunaan afektif strategi udah bisa meningkatkan kelancaran berbicara mereka Miss?”
- T : “Ya udah. Mereka mulai lancar ngomongnya. Mereka gak takut buat ngomong di depan kelas. Mereka juga gak berhenti-berhenti kayak dulu. Dulu kan mereka takut salah, kalo sekarang setelah pake strateginya mereka jadi gak takut lagi. Itu bikin mereka tambah lancar speakingnya.”
- R : “He eh, jarang tanya kata-katanya juga.”
- R : “Vocab anak-anak gimana ya Miss?”
- T : “Ya sudah cukup meningkat. Mereka bisa menggunakan banyak kata waktu tampil dan jarang tanya kata-kata kayak biasanya.”
- R : “Iya Miss, mereka udah gak tanya-tanya kata-katanya. Tapi pronunciationnya masih pada suka salah. Harus diingetin sering-sering. Jadi untuk penggunaan affective strategisnya udah efektif ya Miss?”
- T : “Ya udah mbak. Kan mereka sekarang udah berani maju, udah gak takut salah lagi, ya lebih pede lah.”
- R : “Masih ada yang perlu ditingkatkan Miss?”
- T : “Ya paling itu, pronunciationnya, sama motivasi mereka tambah ditingkatkan aja mbak.”
- R : “Oh iya Miss. Kalo gitu makasih ya Miss.”
- T : “Ya mbak.”

Interview 12

Interview was done with the students after meeting 4 done.

2 Mei 2013

Students: Rahmanisa, Evi, and Ristina

- R : “Gimana tadi dek pelajarannya?”
- S1 : “Seneng mbak, masih pake gambar-gambar soalnya.”
- S2 : “Iya mbak, menarik, seneng nebak gambarnya.”

- R : “Kan mbak pake bahasa Inggrisnya kan udah gak diterjemahin lagi, kalian paham gak?”
- S3 : “Paham sih mba, malah lebih menantang, bisa latihan ngomong bahasa Inggris terus.”
- R : “Masih menggunakan strategi yang mbak ajarin kan?”
- S1 : “Iya mbak masih.”
- R : “Strateginya masih berguna gak dalam belajar berbicara?”
- S2 : “Masih mbak, terutama yang deep breathing itu.”
- R : “Tadi kan ada strategi baru lagi yang nulis kalimat penyemangat setelah selesai mengerjakan tugas. Menurut kalian gimana? Kamu suka gak Evi?”
- S1 : “Suka mbak.”
- R : “Kalo Rahma gimana?”
- S2 : “Suka juga. Rasanya keren kalo liat kalimat positif tentang diri kita sendiri. Jadi termotivasi buat menaruh buku pake kalimat positif.”
- S3 : “Bangga aja mbak kalo bisa nulis kalimat positif setelah berhasil mengerjakan tugas. Rasanya kayak jadi pintar hahaha.”
- R : “Terus kalimat penyemangatnya bermanfaat gak buat kalian?”
- S2 : “Iya, bikin pede.”
- S1 : “Ho oh. Kalo dibaca terus bikin pede buat maju.”
- S3 : “Memotivasi juga mbak buat berlatih ngomong lagi.”
- R : “Oke kalo gitu. Terus tadi aktivitasnya suka gak?”
- S3 : “Asyik. Dapat hadiah sih hahaha.”
- S2 : “Nyenengin ya, besok kasih hadiah lagi ya mbak.”
- R : “Hehe beres itu. Tapi bisa gak mengerjakan tugasnya tadi?”
- S1 : “Bisa og mbak.”
- S2 : “Ho oh. Mengerjakannya bareng-bareng sih. Seru.”
- R : “Pembagian kelompoknya gimana?”
- S2 : “Sebenarnya sebel sih mbak, tapi gapapa, kalo dibagi sama mbaknya kayak tadi kan jadi merata pembagiannya.”
- S3 : “Iya jadi gak sama temen yang itu itu mulu.”
- R : “Jadi bisa interaksi gitu ya sama semua temen?”

S1&S2: "Iya."

R : "Terus setelah pake strategi-strategi yang mbak ajarin, ada perubahan gak?"

S1 : "He eh. Lebih berani ngomong sih sekarang."

S2 : "Iya, tambah pede sekarang, gak takut salah kayak dulu."

S3 : "Strategi nya bermanfaat buat ngurangin rasa takut maju mbak hee."

R : "Masih bingung sama penggunaan "is" dan "has"?"

S3 : "Hehe gak mbak."

R : "Bisa menggunakannya?"

S3 : "Iya."

R : "Contohnya?"

S3 : "Mm..my mother is a nurse, she has white skin."

R : "Good."

S3 : "Hehehe."

R : "Yaudah ya Rahma, Evi, Ristina, makasih ya."

Ss : "Iya mbak."

Interview 13

Interview was done with the collaborator after Meeting 4 done.

2 Mei 2013

R : "Gimana Miss, apa strategi yang udah diajarin dipakai sama anak-anak?"

T : "Oh iya mbak, mereka sudah terbiasa menggunakan strategi-strategi yang mbak ajarin. Malah mereka saling ngingetin temennya buat menggunakan strateginya. "

R : "Iya Miss, mereka jadi lebih sadar buat menggunakan strategi pas kesulitan dalam speaking. Terus untuk strategi yang baru tadi self-rewarding itu gimana Miss?"

T : "Bagus mbak, strateginya bisa memotivasi siswa. Saya lihat tadi mereka tertarik buat nulis kalimat penyemangat di bukunya."

- R : “Menurut Miss, strategi itu bermanfaat gak untuk anak-anak?”
- T : “Iya mbak, itu jadi kayak mereka dikasih reward kan setelah ngerjain tugas. Cuma rewardnya kalimat penyemangat. Bagus bagus.”
- R : “Menurut Miss, mereka sudah lancar belum dalam berbicara?”
- T : “Cukup lancar mbak.”
- R : “Kalau untuk grammar mereka gimana Miss? Kemarin kan mereka masih pada salah tentang penggunaan *is* sama *has*.”
- T : “Iya kalau untuk grammar, mereka masih kurang ya mbak. Dari kemaren sama peretemuan tadi masih banyak yang kebalik menggunakan *is* dan *has*.”
- R : “Jadi gimana Miss?”
- T : “Ya dikoreksi lebih sering aja mbak nanti lama-lama juga paham.”
- R : “Untuk kosa kata anak-anak gimana ya Miss?”
- T : “Kalo vocab saya rasa mereka sudah hafal sebagian besar kata-katanya. Mereka jarang bertanya kan pas lagi maju.”
- R : “Iya Miss, mereka jadi jarang bertanya kata-katanya. Terus untuk pronunciation gimana Miss, ada peningkatan gak?”
- C : “Udah cukup bagus kok mbak.”
- R : “Tapi beberapa siswa masih salah ngucapin kata-kata kayak *eye*.”
- T : “Tapi setelah dibetulkan temennya jadi bisa.”
- R : “Untuk pembagian kelompok pake cara counting satu sampe empat itu menurut Miss gimana?”
- T : “Itu udah bagus mbak, jadi mereka gak milih temen yang itu-itu aja. Mereka jadi komunikasi sama semua teman kan.”
- R : “Oh iya Miss, kalo penggunaan classroom English udah efektif belum Miss?”
- T : “Kayaknya udah mbak, malah bagus udah gak usah diterjemahin lagi. Mereka jadi terbiasa sama bahasa Inggris. Tadi banyak yang udah mulai ngomong Inggris sama temennya.”
- R : “Kalo motivasi mereka gimana Miss?”
- C : “Mereka udah termotivasti buat maju sama bertanya tadi.”

- R : “Jadi strateginya bisa memotivasi siswa ya Miss?”
- C : “Ya mbak, ya itu tadi yang saya katakana, soalnya kan mereka kayak dikasih reward. Jadi mereka gak males buat ngomong, mereka pengen nulis kalimat positif banyak-banyak.”
- R : “Oh gitu ya ya Miss. Cukup segini dulu, terima kasih ya Miss.”
- T : “Sama-sama mbak.

Interview 14

Interview was done with the students after meeting 5 done.

8 Mei 2012

Students: Rivaldo and Galih.

- R : “Hai dek gimana tadi pelajarannya?”
- S1 : “Ya kayak biasane toh mbak.”
- S2 : “Hihihi.”
- R : “Tadi kan ada strategi baru yang berhenti sejenak pas gemeter atau pas nervous kan. Itu gimana, bisa menggunakannya pas lagi speaking?”
- S1 : “Bisa sih mba.”
- S2 : “Iya bisa mba.”
- R : “Membantu gak buat kalian dalam berbicara?”
- S1 : “Ya lumayan mbak, soalnya aku kan sering gemeteran pas lagi maju, jadi blank deh.”
- R : “Berarti tadi pake strategi ini?”
- S1 : “Iyo. Menurutku ya cukup membantu lah. Bisa focus lagi, ada waktu inget-inget yang mau diucapin.”
- R : “Kalo kamu gimana dek? Gemeter juga gak pas ngomong di depan kelas?”
- S2 : “He eh, mesti gemeter soalnya takut salah e.”
- R : “Kamu pake strateginya gak biar tenang dan gak takut?”

- S2 : “Iya mbak, aku tarik nafas dalem juga biar gak takut sama berdoa aja sih.”
- R : “Strateginya berguna gak buat kamu?”
- S2 : “Tentu mbak.”
- R : “Tadi gimana sama lomba kelompoknya?”
- S1 : “Walah gak menang mbak, kelompokku do lelet e mbak.”
- R : “Tapi kan tetep dapet hadiah.”
- S1 : “Iyo sih mbak, tapi kan kurang puas.”
- R : “Tapi seneng gak?”
- S1 : “Seneng.”
- S2 : “Ya seneng kalo banyak lombanya gini, jadi semangat ngerjain tugasnya.”
- R : “Terus bisa gak bikin kalimatnya dengan bener?”
- S1 : “Agak susah mbak kalo itu.”
- R : “Kalo kamu gimana?”
- S2 : “Ya masih belum begitu bisa hehe..”
- R : “Kalo kata-katanya udah pada hafal kan?”
- S2 : “Udah. Aku hafal kosa kata sama gambarnya kok.”
- S1 : “Uwes mbak, gambare gede-gede je.”
- R : “Kalo hafal kata-katanya ngaruh gak buat speaking skill kalian?”
- Ss : “Ya.”
- R : “Paling inget kata apa?”
- S2 : “Emm..cooking utensils kayak *stove, knife, pan, and spatula*.”
- R : “Kalo cara bacanya meningkat gak?”
- S1 : “Emm..iya.”
- R : “Contohnya?”
- S1 : “Dulu gak bisa ngomong curly, aku ngomongnya /kurli/. Sekarang bisa ngomong /'k3:li/ hehehe.”
- R : “Kalo kamu bisa ngomong kata-katanya dengan benar?”

- S2 : “Umm..iya beberapa kata. Kata yang sulit kayak firefighter sama architect. Pas udah dikasih tau yang bener, tak ulang-ulangi terus bacanya mbak.”
- R : “Bagus. Segini aja deh, makasih ya.”
- Ss : “Yoi mbak.”

Interview 15

Interview was done with the collaborator after Meeting 5 done.

8 Mei 2012

- R : “Hari ini gimana Miss actions nya?”
- T : “Sudah bagus mbak. Anak-anak mudeng sama strategi yang baru diajari tadi yang berhenti sejenak. Terbukti kebanyakan dari mereka tadi pas maju pake strategi itu. ”
- R : “Iya Miss rata-rata mereka memang menggunakan strategi tadi. Untuk speaking skill mereka gimana Miss?”
- T : “Mereka udah cukup lancar kok mbak. Kata-katanya juga gak ada masalah.”
- R : “Untuk pronunciationnya Miss?”
- T : “Pronunciationnya udah bagus. Intonasi sebagian besar udah pas.”
- R : “Tapi tadi masih ada yang salah Miss?”
- T : “Ya cuma beberapa kok, kan dibenerin sama dibantu temennya juga.”
- R : “Kalo grammarnya gimana? Mereka udah bisa ngomong pake grammar yang bener belum Miss?”
- T : “Iya, mereka udah bisa bicara dengan benar. Mulai bisa menggunakan grammar yang bener.”
- R : “Oh iya Miss. Kalo gitu makasih ya Miss.”
- T : “Ya mbak.”

Interview 16

Interview was done with the students after meeting 6 done.

9 Mei 2012

Students: Maylanda, Hasna, Fatikah, Ristina, and Evi.

- R : “Mbak boleh nanya-nanya bentar gak?”
- S1 : “Nanya apa mbak?”
- R : “Ini loh tentang pelajaran tadi.”
- S1 : “Boleh mbak.”
- S2 : “Iya boleh mbak.”
- R : “Gimana tadi pelajarnya seneng gak?”
- S1 : “Ya seneng banget mbak.”
- R : “Senengnya kenapa?”
- S1 : “Nonton video mbak hehe, gak bosan jadinya.”
- R : “Pas maju dipakai gak strategi-strategi yang udah mbak ajarin selama ini?”
- S2&3 : “Iya mbak.”
- S1,4,&5: “Dipake kok mbak.”
- R : “Diantara strategi-strategi yang kalian pakai selama ini kalian paling suka pakai yang mana?”
- S1 : “Yang deep breathing Miss. Itu tak pake setiap maju.”
- S3 : “Iya sama mbak deep breathing juga.”
- R : “Kalo kalian?”
- S2 : “Semuanya tak pake mbak, yang ambil resiko buat maju, sama yang nulis kalimat positif di buku juga.”
- S4 : “Kalo aku suka yang stretching itu mbak.”
- S5 : “Aku suka music klasik soalnya enak.”
- R : “Oh gitu ya. Terus kalian menurut kalian strateginya bermanfaat gak buat meningkatkan kemampuan speaking?”
- S1 : “Ya bermanfaat mbak. Soalnya kita kan jadi gak grogi, jadi tau cara ngatasi rasa grogi pas disuruh ngomong.”

- S2 : “Jadi gak takut ngomong, pokoknya jadi pede aja.”
 S3 : “sama mbak, jadi gak grogi.”
 S4 : “Bermanfaat buat rileks jadi gak tegang pas mau maju.”
 S5 : “Iya membantu agar tidak nervous.”

Interview 17

Interview was done with the students after meeting 6 done.

9 Mei 2012

Students: Ridwan, Akmal, Dohri, Yudia, Bayu, Dwidha, Fitto, and Riko.

- R : “Gimana menurut kalian tentang strategi-strategi yang selama ini kalian pakai? Mmm..kalian suka?”
 S1 : “Tentu aja mbak, aku suka. Aku suka yang stretching soalnya kayak senam hahaha.”
 S2 : “Strategi-strateginya bikin berani ngomong mbak.”
 S3 : “Ya. Aku pengen pake strategi nya terus pas pelajaran bahasa Inggris.”
 R : “Strategi yang mana?”
 S3 : “Yang nulis kalimat penyemangat. Itu bisa bikin aku bangga nek baca itu.”
 S4 : “Menyenangkan mbak. Aku suka pake strateginya.”
 S5 : “Asyik mbak. Kita jadi tau gimana ngatasin kesulitan dalam speaking pake strategi-strateginya.”
 R : “Kalo kamu gimana?”
 S6 : “Aku suka mbak, kan kita belum pernah pake yang kayak gini. Malah baru tau ada strategi-strategi buat belajar speaking. Jadi kita dapet tambahan pengetahuan mbak.”
 S7 : “Seneng mbak. Strateginya menarik.”
 S8 : “Aku jadi pede kalo nulis kalimat positif di buku mbak. Keren.”
 R : “Ada kesulitan gak pas belajar bahasa Inggris pake afektif strategi-strateginya?”

- S1 : “Emmm..ya mbak.”
- R : “Apa?”
- S1 : “Pas disuruh ngomong kalimat penyemangat. Oon mbak, aneh.”
- S2 : “Hooh kuwi mbak, aku ndak suka e. malu.”
- R : “Tapi kalo nulis kalimat penyemangat gimana? Kan mirip sama ngomong kalimat penyemangat?”
- S2 : “Gak. Kalo kalimat penyemangatnya di tulis di buku, kan gak ada yang bisa baca, gak ada yang tau, cuma kita sendiri.”.
- S1 : “Iya mbak. Kita gak perlu ngomong keras-keras. Jadi gak bakal diejek apa diketawain.”
- R : “Terus apalagi kesulitannya?”
- S4 : “Mmm..yang nulis diary.”
- S5 : “Iya yang nulis diary.”
- R : “Emang kenapa?”
- S4 : “Susah e mbak.”
- S5 : “Ga tau mau nulis apa.”
- R : “Kalo kalian gimana?”
- S6 : “Sama mbak, nulis diary.”
- S7 : “Iya sama juga.”
- S8 : “Sama nulis diary juga soalnya bingung.”

Interview 18

Interview was done with the collaborator after Meeting 6 done.

9 Mei 2012

- R : “Hari ini gimana Miss actions nya?”
- T : “Sudah bagus mbak. Anak-anak mudeng sama strategi yang baru diajari tadi yang berhenti sejenak. Terbukti kebanyakan dari mereka tadi pas maju pake strategi itu. ”
- R : “Iya Miss rata-rata mereka memang menggunakan strategi tadi. Untuk speaking skill mereka gimana Miss?”

- T : “Mereka udah cukup lancar kok mbak. Kata-katanya juga gak ada masalah.”
- R : “Untuk pronunciationnya Miss?”
- T : “Pronunciationnya udah bagus. Intonasi sebagian besar udah pas.”
- R : “Tapi tadi masih ada yang salah Miss?”
- T : “Ya Cuma beberapa kok, kan dibenerin sama dibantu temennya juga.”
- R : “Oh iya Miss. Kalo gitu makasih ya Miss.”
- T : “Ya mbak.”

APPENDIX D: COURSE GRID

Meeting	Topic	Standard of competence	Basic competence	Indicators	Language focus	Vocabulary	Activities	Affective strategies
1 st -2 nd meeting	Things around us	9. Expressing meaning of transactional and interpersonal conversation in daily life	9.2 Expressing meaning in very simple transactional and interpersonal conversations using spoken language accurately, fluently, and appropriately in daily life including: asking and giving opinion, asking clarification, expressing like and dislike, asking for clarification, and responding interpersonally.	1.The students are able to respond to the expression of asking and giving opinion, likes and dislikes 2.The students are able to use the expression of asking and giving opinion, likes and dislikes 3.The students are able to perform a	Expressions of asking for opinion: -What do you think of ...? -What is your opinion about ...? Giving opinion: -I think ... -In my opinion ... Expressing like: -I like ... -I love -He/she loves/likes... -I do like/love -I fond of -I prefer...	Shoes, dress, pen, bag,ice cream, cake, juice, etc.	Presentation: 1.The teacher introduces expressions of asking and giving opinions and like and dislike 2.The teacher asks the students to repeat the expressions 3.The teacher reads a dialogue 4.The teacher and the students discuss about the content of the dialogue Practice: 1.The students identify the expressions in the dialogue	Deep breathing Relaxation Laughter Positive statements Checklist Learning diary

				dialogue containing expressions of giving and asking opinion and like and dislike.	Expressing dislike: - I dislike... - I don't like.. - I hate ... - I can't bear		2.The students practice the dialogue with their partner Production: 1.The students make a simple dialogue using expression of like and dislike based on given situation 2.The students perform the dialogue	
3 rd -4 th meetings	Someone's appearance	10.Expressing meaning of simple spoken functional and monologue text in the form of descriptive and procedure to interact with surrounding	10.2 Expressing meaning of short monologue using spoken language accurately, fluently, and appropriately in daily life in the form of descriptive and procedure	1.The students are able to mention the adjectives 2.The students are able to pronounce the adjectives 3.The	Simple present tense Personal pronoun	Occupation: gardener, doctor, nurse,etc. Appearance: Flat nose, pointed nose, tall, short,etc. Personality: wise, kind, talkative,	Presentation: 1.The teacher shows some pictures related to favorite artist and people's jobs 2.The teacher gives some questions related to the pictures 3. The teacher reviews the	

				<p>students are able to use simple present tense and personal pronoun</p> <p>4.The students are able to describe someone's appearance</p> <p>5.The students are able to describe someone's personality</p>		etc.	<p>vocabulary</p> <p>4.The teacher explains about descriptive text</p> <p>5. the students read the descriptive text</p> <p>Practice:</p> <p>1.The students describe their favorite artist</p> <p>2. The students describe the pictures.</p> <p>Production:</p> <p>1.The students play describing game.</p> <p>2. the students describe one of their family member.</p>	
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5-6 th meetings	Recipes	10.Expressing meaning of simple spoken functional and monologue text in the form of descriptive and procedure to interact with surrounding	10.2 Expressing meaning of short monologue using spoken language accurately, fluently, and appropriately in daily life in the form of descriptive and procedure	1.The students are able to mention action verbs 2.The students are able to mention sentence connectors 3.The students are able to mention the right arrangement of recipes 4.The students are able to tell how to make their favorite food	Action verbs Sentence connectors	Cooking utensils: frying pan, spoon, fork, etc.	Presentation: 1.The teacher shows some pictures of cooking utensils/ video of making orange juice. 2.The teacher asks the students to label the pictures with the correct words/ give questions related to the video. 3.The teacher shows a recipe. 4.The teacher asks some questions related to the recipe. 5.The teacher explains about the procedure text. Practice: 1.The teacher gives some pictures with jumbled sentence of	Laughter Writing positive statements Risk taking Self-rewarding Checklist
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							<p>procedures</p> <p>2.The students rearrange the jumbled sentences.</p> <p>3. the students explain how to make a drink based on the pictures.</p> <p>Production:</p> <p>1.The students make a text about their favorite food based on the pictures.</p> <p>2.The students explain how to make their favorite drink.</p>	
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APPENDIX E: LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN 1

A. Identitas

Satuan pendidikan : SMP Muhammadiyah 3 Depok

Mata pelajaran : Bahasa Inggris

Kelas/semester : VII A/ 2

B. Standar Kompetensi

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

C. Kompetensi Dasar

9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal.

D. Indikator

Pada akhir pembelajaran siswa dapat:

1. Membedakan ekspresi meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta dan memberi klarifikasi.
2. Merespon ekspresi meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta dan memberi klarifikasi.
3. Menggunakan ekspresi meminta dan memberi pendapat, menyatakan suka dan tidak suka dalam dialog, meminta dan memberi klarifikasi.

E. Tujuan Pembelajaran

1. Menggunakan ekspresi meminta dan memberi pendapat, menyatakan suka dan tidak suka dalam dialog.

F. Materi

Expressions of asking and giving opinions

Expressions of asking opinion	Expressions of giving opinion	Expressions of giving no opinion
<ul style="list-style-type: none"> • What do you think of ...? • What is your opinion about ...? • What about...? • What would you say to...? 	<ul style="list-style-type: none"> • I think it's a good idea • In my opinion... • Well, I must say.... • Don't you think...? • I'd say.... 	<ul style="list-style-type: none"> • I don't know • I can't say anything about that • I have no idea about that

1. Expressing likes and dislikes

Expressions of likes	Expressions of dislikes	Expressions of asking likes and dislikes
<ul style="list-style-type: none"> • I like ... • I love • I do like/love ... • I fond of • I prefer... 	<ul style="list-style-type: none"> • I dislike... • I don't like ... • I hate ... • I can't bear ... 	<ul style="list-style-type: none"> • Do you like...?

G. Waktu

4x40 menit (2 pertemuan)

H. Metode

PPP technique

I. Kegiatan Pembelajaran

➤ **Pertemuan I** (2 x 40 menit)

1. Pendahuluan:

- Guru mengucapkan salam
- Guru dan murid berdoa
- Guru mengecek kehadiran siswa

2. Kegiatan inti

a. Presentation

Affective strategies	Activities
<p>Listening to classical music and deep breathing and</p> <ul style="list-style-type: none"> - Guru menjelaskan penggunaan music klasik pada siswa. Guru memutar music klasik untuk menciptakan suasana nyaman pada diri siswa. - Guru menjelaskan pada siswa teknik deep breathing, memberi contoh, dan melakukan deep breathing bersama siswa. 	<ul style="list-style-type: none"> - Sebelum memulai pelajaran, siswa mendengarkan music klasik Selama dua menit. - Siswa menarik napas dalam-dalam dan menghembuskannya. Kegiatan tersebut dilakukan selama satu menit.

- Guru menunjukkan flashcards macam-macam benda seperti tas, sepatu, buku, dll.
- Guru menanyakan pendapat siswa mengenai benda-benda tersebut.
- Guru menuliskan ungkapan meminta dan memberi pendapat di white board.
- Guru membaca ungkapan tersebut dan siswa menirukan.
- Guru menjelaskan penggunaan ungkapan meminta dan memberi pendapat dalam sebuah dialog.

- Guru memberi dialog berisi ungkapan menanyakan dan memberi pendapat.

b. Practice

Affective strategies	Activities
Deep breathing: <ul style="list-style-type: none"> - Guru meminta siswa menggunakan teknik deep breathing sebelum melakukan performance. 	<ul style="list-style-type: none"> - Saat siswa merasa gugup saat melakukan performance, siswa berhenti sejenak untuk menarik nafas panjang dan berusaha rileks.

- Siswa bekerja secara berpasangan.
- Siswa diberi dialog berisi ekspresi asking and giving opinions.
- Siswa mengidentifikasi ekspresi asking and giving opinions.
- Siswa mempraktekkan dialog secara berpasangan.

c. Production

Affective strategies	Activities
Deep breathing: <ul style="list-style-type: none"> - Guru menyuruh siswa melakukan teknik deep breathing setiap siswa merasa grogi. - 	<ul style="list-style-type: none"> - Sebelum mengerjakan task yang diberikan, siswa melakukan deep breathing dengan cara menarik nafas dalam dan pelan melalui diafragma untuk mengurangi ketegangan pada diri siswa.

- Secara berpasangan siswa melakukan dialog menggunakan ungkapan meminta dan memberi pendapat.

3. Penutup

Affective strategies	Activities
<p>Feelings checklist:</p> <ul style="list-style-type: none"> - Guru memberikan kertas berisi daftar feelings kepada setiap siswa. - Siswa mengisi daftar tersebut sesuai dengan apa yang mereka rasakan setelah pelajaran hari tersebut. - Guru dan siswa berdiskusi tentang feelings yang siswa rasakan dan bagaimana menggunakan affective strategi untuk mengatasainya. <p>Language learning diary</p>	<ul style="list-style-type: none"> - Siswa mengisi feelings checklist yang diberikan guru sesuai apa yang mereka rasakan tentang pelajaran pada hari tersebut. - Masing-masing grup mewakili satu siswa untuk mengungkapkan apa yang mereka rasakan tentang pelajaran hari itu. - Guru mengingatkan siswa untuk menuliskan apa yang mereka rasakan dan apa yang mereka capai pada hari itu pada language learning diary.

- Guru menanyakan kesulitan siswa
- Guru menutup pelajaran.

➤ **Pertemuan II** (2 x 40 menit)

1. Pendahuluan:

- Guru mengucapkan salam
- Guru dan murid berdoa
- Guru mengecek kehadiran siswa

2. Kegiatan inti

a. Presentation

Affective strategies	Activities
<p>Using music, deep breathing and relaxation technique.</p> <ul style="list-style-type: none"> - Guru memutar music klasik dan melakukan teknik deep breathing bersama siswa. - Guru menjelaskan dan melakukan teknik relaksasi bersama siswa. 	<ul style="list-style-type: none"> - Sebelum memulai pelajaran, siswa mendengarkan music klasik yang diputar guru. - Sambil mendengarkan music, siswa melakukan deep breathing dengan cara menarik nafas panjang dan dalam. Siswa menarik nafas beberapa kali sampai merasa tenang dan siap menerima pelajaran. - Siswa melakukan relaksasi dengan peregangan otot.

- Guru menanyakan tentang makanan kesukaan siswa
- Guru menunjukkan gambar-gambar makanan dan menyebutkan namanya dan meminta siswa menyebutkan dalam bahasa Inggris.
- Guru mempraktekan dialog berisi ungkapan untuk menyatakan likes dan dislikes menggunakan boneka tangan.
- Guru menjelaskan penggunaan ungkapan likes dan dislikes.

b. Practice

Affective strategies	Activities
<p>Deep breathing:</p> <ul style="list-style-type: none"> - Siswa melakukan deep breathing sebelum dan saat melakukan tugas. <p>Saying positive statements: Guru menjelaskan tentang</p>	<ul style="list-style-type: none"> - Sebelum mengerjakan task yang diberikan, siswa melakukan deep breathing dengan cara menarik nafas dalam dan pelan melalui diafragma untuk mengurangi

<p>penggunaan kalimat penyemangat. Guru memberi contoh kalimat penyemangat beserta artinya. Selanjutnya guru menyuruh siswa mengucapkan kalimat tersebut sebelum menyelesaikan tugas.</p>	<p>ketegangan pada diri siswa.</p> <ul style="list-style-type: none"> - Siswa mengucapkan statement positif sebelum dan setelah menyelesaikan menyelesaikan tugas.
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- Siswa bekerja secara berpasangan.
- Siswa membuat daftar makanan yang disukai dan tidak disukai.
- Siswa saling menanyakan makanan yang disukai dan tidak disukai menggunakan ekspresi likes and dislikes.
- Siswa melaporkan hasilnya di depan kelas.

c. Production

Affective strategies	Activities
<p>Using laughter (games)</p> <ul style="list-style-type: none"> - Guru mengadakan polling game agar suasana belajar lebih rileks dan siswa bisa sekaligus bermain sambil belajar. 	<ul style="list-style-type: none"> - Siswa ikut serta dalam polling game yang membuat pelajaran berlangsung menyenangkan.

- Siswa diberi situasi yaitu tabel daftar makanan yang disukai dan tidak disukai.
- Tiap siswa harus menanyakan makanan yang disukai dan tidak disukai menggunakan ungkapan likes dan dislikes kepada setiap siswa lain.
- Siswa yang berhasil bertanya pada teman yang paling banyak menjadi pemenang.

d. Penutup:

Affective strategies	Activities
<p>Feelings checklist:</p> <ul style="list-style-type: none"> - Guru memberikan kertas berisi daftar feelings kepada setiap siswa. - Siswa mengisi daftar tersebut sesuai dengan apa yang mereka rasakan setelah pelajaran hari tersebut. <p>Language learning diary</p>	<ul style="list-style-type: none"> - Siswa mengisi feelings checklist yang diberikan guru sesuai apa yang mereka rasakan tentang pelajaran dan tugas pada hari tersebut. - Masing-masing grup mewakili satu siswa untuk mengungkapkan apa yang mereka rasakan tentang pelajaran hari itu. - Guru mengingatkan siswa untuk menuliskan apa yang telah mereka berhasil kerjakan pada hari itu di diari.

- Guru memberi feedback dan koreksi terhadap performance siswa.
- Guru menanyakan kesulitan siswa.
- Guru menutup pelajaran.

J. Penilaian

- Teknik: tes lisan dan tes unjuk kerja
- Instrumen:
 - a. Perform the dialogue with your partner.
 - b. Create a dialogue and perform it.

- Rubrik:

Nama	Pengucapan	Tata bahasa	Kelancaran	Kosa kata	Jumlah
	Skor max 10	Skor max 10	Skor max 10	Skor max 10	40
1.					
2.					

$$\text{Nilai Siswa} = \frac{\text{SkorPeroldhan}}{\text{SkorMaksimal}} \times 40$$

K. Sumber Belajar

Wardiman, Arnoto. 2008. English in Focus 1: for grade VII Junior High School (SMP/MTs). Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

TEACHING-LEARNING MATERIALS

1st meeting

Task 1

Study the expressions below. Practice the expressions with your teacher.

Expressions of asking opinion	Expressions of giving opinion	Expressions of giving no opinion
<ul style="list-style-type: none"> • What do you think of ...? • What is your opinion about ...? • What about...? • What would you say to...? 	<ul style="list-style-type: none"> • I think it's a good idea • In my opinion... • Well, I must say.... • Don't you think...? • I'd say.... 	<ul style="list-style-type: none"> • I don't know • I can't say anything about that • I have no idea about that

Task 2

Study the dialogue. Repeat the dialogue after the teacher and pay attention to the underlined sentences.

- A: What do you think of my pen?
 B: I think it's good.
- A: What is your opinion about my new shirt?
 B: I don't know.
- A: What do you think about my new pair of shoes?
 B: I think they look good on you.
- A: Do you have any opinion about my bag?
 B: Well, I must say it's nice.

Task 3

Work in pairs. Underline the expressions of asking and giving opinions. Practice the dialogues with your partner.

1. Abu : What do you think of the car?
Hani : I think it's a good car.
2. Susilo : I don't know what to wear this day.
Jesi : What about the clothes you just bought last week?
Susilo : Is it nice?
Jesi : Well, I must say it is nice.
3. Mother: What do you think about our new sofa?
Father : I don't know. Maybe it's good.
4. Nina : This is my new cat. My father bought it for me yesterday. What do you think?
Heru : I'd say it's cute.
5. Santi : I think this book is interesting. What do you think?
Maya : Well, in my opinion it is a good book.

Task 4

Work in pairs. Make a dialogue using expressions of asking and giving opinions. Practice the dialogue with your partner in front of the class.

TEACHING-LEARNING MATERIALS

2nd meeting

Task 1

Study the expressions below. Practice the expressions with your teacher.

Expressions of likes	Expressions of dislikes	Expressions of asking likes and dislikes
<ul style="list-style-type: none"> • I like ... • I love • I do like/love ... • I fond of • I prefer... 	<ul style="list-style-type: none"> • I dislike... • I don't like ... • I hate ... • I can't bear ... 	<ul style="list-style-type: none"> • Do you like...?

Task 2

Study the dialogue. Repeat the dialogue after the teacher and pay attention to the underlined sentences.

Alya : Do you like cake, Sherly?

Sherly : Yes, I like it.

Alya : What about ice cream, do you like it?

Sherly : No, I don't like it.



Task 3

Work in pairs. List food and drinks that you like and do not like. Tell it in front of the class.

Food and drinks I like







- Fried rice
-
-
-

Food and drinks I don't like

- Milk
-
-
-

Task 4

Ask questions to your friends about foods that they like and do not like. Use the table as a guidance.

No.	Student's name	 Ice cream	 Fried chicken	 Cake	 Tea	 Apple	 Carrot
1.							
2.							
3.							
4.							
5.							
6.							

RENCANA PELAKSANAAN PEMBELAJARAN 2

A. Identitas

Satuan pendidikan : SMP Muhammadiyah 3 Depok
 Mata pelajaran : Bahasa Inggris
 Kelas/semester : VII A/ 2

B. Standar Kompetensi

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

C. Kompetensi Dasar

10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

D. Indikator

Pada akhir pembelajaran siswa dapat:

4. Mengungkapkan informasi yang terdapat dalam teks monolog berupa deskriptif.
5. Menyebutkan fungsi dari teks deskriptif.
6. Menyebutkan ciri kebahasaan teks deskriptif.
7. Melakukan monolog dalam bentuk deskriptif.

E. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

2. Melakukan dialog yang berisi teks deskriptif.

F. Materi

- **A descriptive text** describes the characteristics of a specific thing, for example a specific person, animal, and object.
- **Describing person** means describing the characteristic of a specific person, parts of the body, for example the color of hair, the shape of face, and others (physical appearances)

- **To describe a person, the text has main parts:**

1. The introduction that gives general information about person (name, job, age).
2. The main part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg).

- **Vocabularies:**

1. Professions: doctor, cashier, nurse, policeman, etc.
2. Physical appearance: short, tall, fat, thin, curly hair, straight hair, pointed nose, flat nose, blue eyes, brown eyes, thin lips, thick lips, etc.
3. Personality: kind, nice, friendly, wise, funny, talkative, selfish, naughty, stubborn, easy going, etc.

- **Grammatical patterns**

Descriptive text uses simple present tense.

Example:

- She is an singer
- She has pointed nose.
- Her hair is black.

The example of spoken descriptive text:

Hello my friends, I will tell you about my favorite singer. She is Aluna Sagita Gutawa or Gita Gutawa. She is 19 years old. She is very beautiful. She has round eyes, pointed nose, and thick lips. She also has long straight hair. Her skin is white. She is very smart and cute. Her voice is really good. She sings very well and wins many singing achievements. I love her very much.



H. Waktu

3x40 menit (3 pertemuan)

I. Metode

PPP technique

J. Kegiatan Pembelajaran

➤ **Pertemuan I**

1. Pendahuluan:

- Guru mengucapkan salam
- Guru dan murid berdoa
- Guru mengecek kehadiran siswa

2. Kegiatan inti

a. Presentation

Affective strategies	Activities
<p>Deep breathing, relaxation, and listening music.</p> <ul style="list-style-type: none"> - Guru menjelaskan pada siswa teknik deep breathing pada siswa. Guru menyuruh siswa untuk mengambil posisi duduk yang nyaman dan menarik napas dari panjang menggunakan paru-paru dan diafragma. 	<ul style="list-style-type: none"> - Siswa melakukan deep breathing, relaksasi, sambil mendengarkan music untuk mengurangi ketegangan dan lebih tenang.

- Guru menunjukkan gambar artis favorit.
- Guru memberi pertanyaan terkait gambar.
- Siswa menjawab pertanyaan terkait gambar secara lisan.
- Siswa melabeli bagian-bagian wajah dengan nama yang tepat.
- Guru membaca pengucapan nama bagian-bagian wajah dan siswa mengikuti.
- Guru menjelaskan teks descriptive.
- Siswa diberi spoken descriptive teks tentang artis favorit
- Siswa membaca teks tersebut.

b. Practice

Affective strategies	Activities
Taking risks: - Guru menjelaskan strategi taking risk dengan mengatakan bahwa siswa harus berani maju.	

- Siswa membuat teks deskripsi tentang artis favoritnya.
- Siswa diminta mendeskripsikan artis favoritnya didepan kelas.

c. Production

Affective strategies	Activities
- Using laughter Games	- Siswa bermain game untuk mendeskripsikan artis favorit.

- Guru menjelaskan peraturan game describe your favorite artist
- Guru dan siswa menyanyikan sebuah lagu sementara siswa mengoper bola pada teman di sampingnya.
- Ketika guru mengatakan “stop”, siswa yang mendapat bola harus mengambil gambar artis dari gelas dan mendeskripsikannya.
- Guru memberi feedback dan koreksi terhadap pronunciation siswa.

3. Penutup:

Affective strategies	Activities
Feelings checklist: - Guru memberikan kertas berisi daftar feelings kepada setiap siswa. - Siswa mengisi daftar tersebut sesuai dengan apa	- Siswa mengisi feelings checklist. - Guru menanyakan tentang perasaan para siswa mengenai pelajaran pada hari tersebut.

yang mereka rasakan setelah pelajaran hari tersebut.	- Guru mengingatkan untuk menggunakan affective strategi untuk mengatasi negative feelings yang dirasakan siswa.
------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

- Guru menanyakan kesulitan siswa
- Guru menutup pelajaran

➤ Pertemuan II

1. Pendahuluan

- Guru mengucapkan salam
- Guru dan murid berdoa
- Guru mengecek kehadiran siswa
- Guru mereview pelajaran sebelumnya

2. Kegiatan Inti

a. Presentation

Affective strategies	Activities
Deep breathing, relaxation, and listening music. - Guru menyuruh siswa untuk mengambil posisi duduk yang nyaman dan menarik napas dari panjang menggunakan paru-paru dan diafragma.	- Siswa melakukan deep breathing, relaksasi, sambil mendengarkan music untuk mengurangi ketegangan dan lebih tenang.

- Guru menunjukkan gambar-gambar profesi.
- Siswa menjodohkan gambar dengan nama profesi yang tepat.
- Guru memberikan teks descriptive tentang profesi.
- Siswa membaca teks descriptive bersama.

b. Practice

Affective strategies	Activities
<p>Deep breathing</p> <ul style="list-style-type: none"> - Guru menyuruh siswa melakukan deep breathing sebelum melakukan performance. <p>Laughter</p> <ul style="list-style-type: none"> - Guru memberikan aktivitas kompetisi grup. <p>Self- rewarding</p> <ul style="list-style-type: none"> - Guru membagi kertas kepada setiap siswa. Siswa yang berhasil mengerjakan tugas boleh menuliskan komentar positif tentang penampilannya dan ditempel di buku. 	<ul style="list-style-type: none"> - Siswa melakukan deep breathing sebelum mengerjakan tugas dan saat melakukan performance. - Untuk menstimulasi tawa, siswa melakukan kompetisi antar grup. - Siswa menuliskan komentar positif di kartu dan ditempel di buku.

- Siswa dibagi menjadi 5 kelompok, tiap kelompok 7 orang.
- Setiap kelompok diberi 2 bendera hijau dan merah. Bendera merah diangkat jika ingin bertanya pada guru, bendera hijau diangkat saat selesai mengerjakan tugas.
- Ketua kelompok mengambil gulungan berisi gambar profesi.
- Secara berkelompok, siswa membuat teks descriptive sesuai gambar.
- Kelompok yang berhasil menyelesaikan tugas pertama kali menang.

c. Production

Affective strategies	Activities
Self- rewarding <ul style="list-style-type: none"> - Guru membagi kertas kepada setiap siswa. Siswa yang berhasil mengerjakan tugas boleh menuliskan komentar positif tentang penampilannya dan ditempel di buku. 	<ul style="list-style-type: none"> - Siswa menuliskan komentar positif di kartu dan ditempel dibuku.

- Siswa mendeskripsikan salah satu anggota keluarga terkait profesinya.

3. Penutup

- Guru menanyakan kesulitan siswa
- Guru menutup pelajaran

K. Penilaian

- Teknik: tes lisan dan tes unjuk kerja
- Instrumen:
- Rubrik:

Nama	Pengucapan	Tata bahasa	Kelancaran	Kosa kata	Jumlah
	Skor max 10	Skor max 10	Skor max 10	Skor max 10	
1.					
2.					
3.					

LEARNING MATERIALS

1st meeting

Task 1

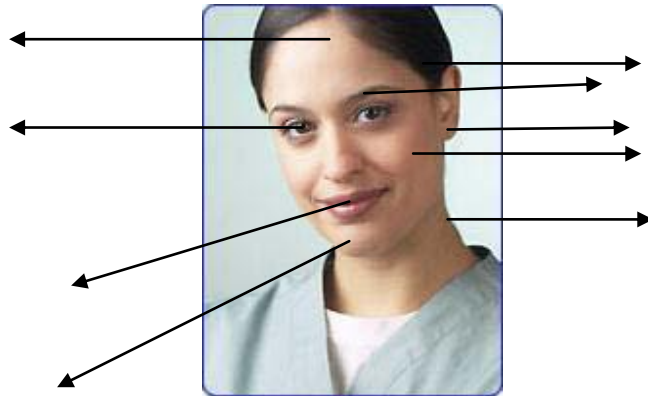
Look at the picture. Then, answer the questions orally.



1. Do you know who she is?
2. What type of hair does she have?
3. How is her nose?
4. What type of eyes does she have?
5. How does she look like?

Task 2

Study the picture. Label the parts of the head. Then pronounce them.



Task 3

Read the spoken descriptive below. Listen and repeat after the teacher.

Hello my friends, I will tell you about my favorite singer. She is Aluna Sagita Gutawa or Gita Gutawa. She is 19 years old. She is very beautiful. She has round eyes, pointed nose, and thick lips. She also has long straight hair. Her skin is white. She is very smart and cute. Her voice is really good. She sings very well and wins many singing achievements. I love her very much.



Task 4

Describe your favorite artist in front of the class.

Task 5

Play the game describing your favorite artist. Describe the person in the picture.



LEARNING MATERIALS

2nd meeting

Task 1

Look at the pictures. Label the pictures and mention the names.



Task 2

Read the spoken descriptive below. Listen and repeat after the teacher.

Mr danu is my uncle. He is a farmer in the country. He is 50 years old. He is tall and handsome. He has round eyes, pointed nose, and thick lips. He has straight hair. He is strong. His legs and arms are strong. His skin is brown. He is very diligent. He is also smart and honest. He is a good person and we love him very much.



Task 3

Work in groups of seven. Describe the people in the pictures. Tell it in front of the class.



handsome

strong

blonde

slim

tall

pointed



strong

flat

brown

thin

straight

brave



fat

narrow

pointed

short

white

funny



Straight

tall

Round

thick

Pointed

friendly



Narrow

long

Pointed

beautiful

White

kind



brown

flat

straight

round

tall

nice

Task 4

Describe one of your family members in front of the class.

RENCANA PELAKSANAAN PEMBELAJARAN 3

A. Identitas

Satuan pendidikan : SMP Muhammadiyah 3 Depok

Mata pelajaran : Bahasa Inggris

Kelas/semester : VII A/ 2

B. Standar Kompetensi

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

C. Kompetensi Dasar

10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

D. Indikator

Pada akhir pembelajaran siswa dapat:

1. Mengungkapkan informasi yang terdapat dalam teks monolog berupa *procedure*.
2. Menyebutkan fungsi dari teks *procedure*.
3. Menyebutkan ciri kebahasaan teks *procedure*.
4. Melakukan monolog dalam bentuk *procedure*.

E. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Melakukan monolog dalam bentuk *procedure*

F. Waktu

4x40 menit (2 pertemuan)

G. Metode

PPP technique

H. Kegiatan Pembelajaran

➤ Pertemuan I

1. Pendahuluan:

- Guru mengucapkan salam
- Guru dan murid berdoa
- Guru mengecek kehadiran siswa

2. Kegiatan inti

a. Presentation

Affective strategies	Activities
Deep breathing relaxation, and listening to classical music	<ul style="list-style-type: none"> - Siswa mendengarkan music klasik yang diputar guru - Siswa melakukan teknik deep breathing disertai dengan gerakan peregangan otot untuk relaksasi.

- Guru bertanya tentang makanan sarapan siswa.
- Guru menunjukkan gambar menu sarapannya.
- Guru memberi pertanyaan terkait gambar.
- Guru menunjukkan flashcards berbagai macam peralatan masak.
- Siswa menyebutkan nama peralatan masak tersebut.
- Guru memberikan contoh teks procedure tentang resep makanan.
- Guru dan siswa membaca teks tersebut.
- Guru menjelaskan teks procedure terkait ciri-ciri teks procedure, sentence connectorsnya, dan kata kerjanya.

b. Practice

Affective strategies	Activities
<p>Deep breathing:</p> <ul style="list-style-type: none"> - Guru mengingatkan untuk melakukan deep breathing saat grogi. <p>Using laughter</p> <ul style="list-style-type: none"> - Guru memberikan kegiatan group competition. <p>Taking risks:</p> <ul style="list-style-type: none"> - Guru mengingatkan siswa memberanikan diri dalam berbicara. <p>Self-rewarding:</p> <ul style="list-style-type: none"> - Guru memberi kertas untuk menulis positive statements. 	<ul style="list-style-type: none"> - Siswa melakukan deep breathing untuk mengurangi ketegangan dan lebih tenang saat melakukan performance - Siswa melakukan group competition untuk membuat siswa tertawa. - Siswa memberanikan diri untuk berbicara. - Setelah selesai melakukan group competition, siswa menuliskan positive statement di kartu dan ditempel di buku.

- Siswa dibagi dalam grup terdiri dari 5 orang.
- Siswa diberi teks procedure yang tidak tersusun.
- Dengan melihat gambar, siswa menjelaskan teks procedure sesuai urutan.
- Kelompok yang pertama menyelesaikan tugas dengan benar menang.
- Guru memberi hadiah pada juara I, II, dan III.

c. Production

Affective strategies	Activities
<p>Deep breathing:</p> <ul style="list-style-type: none"> - Guru mengingatkan siswa untuk menggunakan deep breathing saat melakukan performance. <p>Listening to body signals:</p> <ul style="list-style-type: none"> - Guru mengingatkan siswa untuk berhenti sejenak saat dirasa grogi. <p>Self-reward:</p> <ul style="list-style-type: none"> - Guru membagi kartu untuk menuliskan statement positive. 	<ul style="list-style-type: none"> - Siswa melakukan deep breathing untuk mengurangi ketegangan dan lebih tenang saat melakukan performance. - Siswa saat grogi berhenti sejenak untuk menenangkan diri. - Siswa menulis statement positif di kartu dan ditempel buku masing-masing.

- Siswa bekerja secara berkelompok.
- Siswa membuat teks prosedur berdasar gambar.
- Siswa mempresentasikan hasil diskusi di depan kelas.

3. Penutup:

Affective strategies	Activities
<p>Using a Feeling checklist</p> <ul style="list-style-type: none"> - Guru memberikan kertas checklist pada siswa - Siswa menuliskan tugas apa saja yang bisa mereka kerjakan hari itu. 	<ul style="list-style-type: none"> - Siswa mengisi checklist berdasar apa yang mereka rasakan terkait elajaran hari tersebut. - Guru berdiskusi dengan siswa tentang apa yang siswa

	<p>rasakan.</p> <ul style="list-style-type: none"> - Guru mengingatkan siswa untuk menggunakan affective strategies untuk mengatasi perasaan negative seperti takut dan malu.
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➤ Pertemuan II

1. Pendahuluan:

- Guru mengucapkan salam
- Guru dan murid berdoa
- Guru mengecek kehadiran siswa

2. Kegiatan inti

a. Presentation

Affective strategies	Activities
Deep breathing relaxation, and listening to classical music	<ul style="list-style-type: none"> - Siswa mendengarkan music klasik yang diputar guru - Siswa melakukan teknik deep breathing disertai dengan gerakan peregangan otot untuk relaksasi.

- Guru bertanya tentang minuman favorit para siswa.
- Guru mengenalkan kosa kata baru berupa sentence connectors dan verb.
- Guru menayangkan video bagaimana membuat orange juice.
- Guru memberi pertanyaan terkait video.
- Guru memberi contoh teks prosedur membuat orange juice.

b. Practice

Affective strategies	Activities
<p>Deep breathing:</p> <ul style="list-style-type: none"> - Guru mengingatkan untuk melakukan deep breathing saat grogi. <p>Using laughter</p> <ul style="list-style-type: none"> - Guru memberikan kegiatan group competition. <p>Taking risks:</p> <ul style="list-style-type: none"> - Guru mengingatkan siswa memberanikan diri dalam berbicara. <p>Self-rewarding:</p> <ul style="list-style-type: none"> - Guru memberi kertas untuk menulis positive statements. 	<ul style="list-style-type: none"> - Siswa melakukan deep breathing untuk mengurangi ketegangan dan lebih tenang saat melakukan performance - Siswa melakukan group competition untuk merangsang tawa. - Siswa memberanikan diri untuk berbicara. - Setelah selesai melakukan group competition, siswa menuliskan positive statement di kartu dan ditempel di buku.

- Guru memberi gambar tentang membuat minuman.
- Siswa bekerja secara berpasangan membuat teks prosedur sesuai gambar.
- Siswa mempresentasikan hasil diskusi di depan kelas.

c. Production

Affective strategies	Activities
<p>Deep breathing:</p> <ul style="list-style-type: none"> - Guru mengingatkan siswa untuk menggunakan deep breathing saat melakukan performance. <p>Listening to body signals</p> <p>Self-reward:</p> <ul style="list-style-type: none"> - Guru membagi kartu untuk menuliskan statement positive. 	<ul style="list-style-type: none"> - Siswa melakukan deep breathing untuk mengurangi ketegangan dan lebih tenang saat melakukan performance. - Siswa saat grogi berhenti sejenak untuk menenangkan diri. - Siswa menulis statement positif di kartu dan ditempel buku masingmasing.

- Siswa membuat teks procedure tentang minuman favorit.
- Siswa mempresentasikan hasilnya di depan kelas

3. Penutup:

Affective strategies	Activities
<p>Using a Feeling checklist</p> <ul style="list-style-type: none"> - Guru memberikan kertas checklist pada siswa - Siswa mengisi daftar tersebut dengan memberi rating. - Siswa menuliskan tugas apa saja yang bisa mereka kerjakan hari itu. 	<ul style="list-style-type: none"> - Siswa mengisi checklist berdasar apa yang mereka rasakan. - Guru berdiskusi dengan siswa tentang apa yang siswa rasakan. - Guru mengingatkan siswa untuk menggunakan affective strategies untuk mengatasi

	perasaan negative takut dan malu.
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L. Penilaian

- Teknik: tes lisan dan tes unjuk kerja
- Instrumen:
 - c. Tell how to make the foods based on the pictures.
 - d. Tell how to make your favorite drinks.
- Rubrik:

Nama	Pengucapan	Tata bahasa	Kelancaran	Kosa kata	Jumlah
	Skor max 10	Skor max 10	Skor max 10	Skor max 10	100
1.					
2.					
3.					

LEARNING MATERIALS

1st Meeting

Task 1

Look at this picture. Then answer some questions below orally.



1. What food is that?
2. What do you think about the taste of that food?
3. Do you like it?
4. Can you make it by yourself?
5. What ingredients do you need?

Task 2

Read the recipe below. Listen and repeat after the teacher.

How to make fried eggs

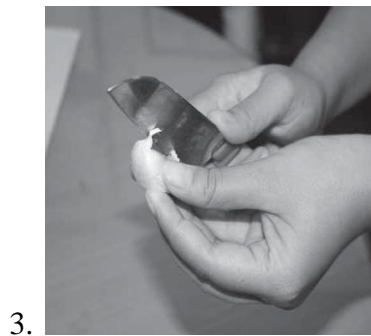
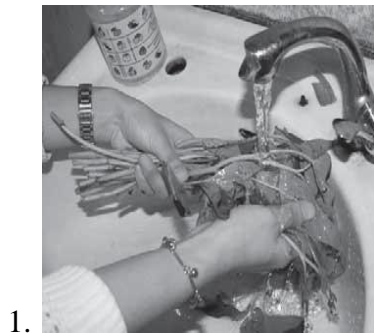
To make fried eggs, we need some ingredients, like 2 teaspoons of butter, 2 or 3 large eggs, and salt. What else? Oh yeah, we need pepper. Then, the utensils that you need are a small frying pan, a spatula, a bowl, and of course, a plate.

Well, the first thing that we have to do for making fried eggs is crack open the eggs in a bowl together with pepper and salt. Gently beat the eggs. Then, melting the butter in the pan over medium heat. After that, fry the eggs until it begins to harden at the edges, uhmmm.... Next, flip the eggs with spatula. Then, cook ten seconds for over-easy, or up to one minute to over-hard. After that, put the fried eggs on a plate and the yummy fried eggs is ready to be served. Eat it while it's warm.

Task 3

Study the jumbled sentences carefully. Then, match them with pictures to arrange a good procedure text.

How to Make a Sauted Green Shrimp



Ingredients:

-
-
-

Equipment:

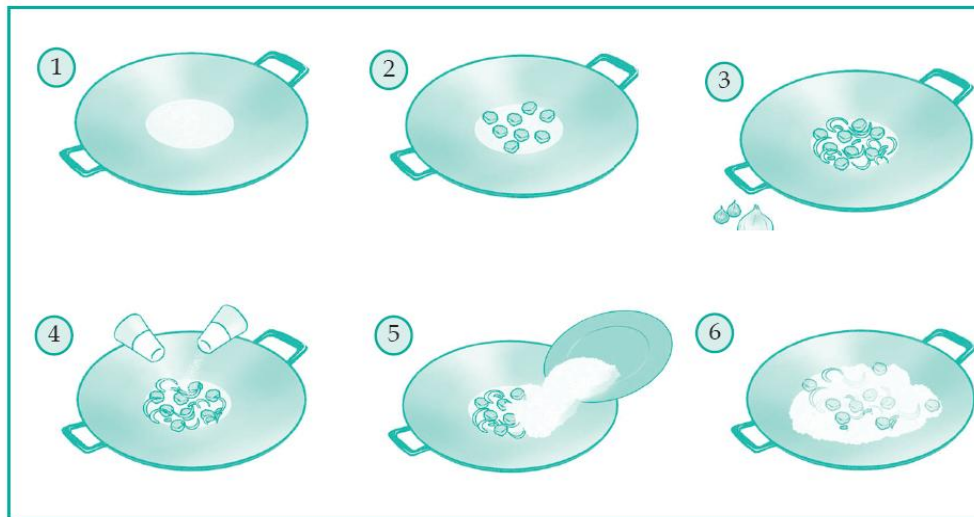
-
-
-

Method:

- a. Then, chop the vegetables.
- b. Slice the garlic very thin.
- c. Cook then serve it on a plate
- d. First, wash the vegetables and garlicks.
- e. Next, heat the oil in a frying pan. Saute the garlic, shrimp and finally the vegetables.
- f. Prepare the shrimps.

Task 4

Work in groups of six students. Make a recipe of how to make fried rice based on the pictures. Tell it in front of the class.



LEARNING MATERIALS

2nd Meeting

Task 1

Watch the video and then answer some questions below orally.

1. What is the name of drink in the video?
2. What do you think about the taste of the drink?
3. Do you like it?
4. Can you make it by yourself?
5. What ingredients do you need?

Task 2

Listen to your teacher and repeat after her.

Fresh Orange Juice

Today I'm gonna show you how to make a nice fresh orange juice. We need three fresh oranges, salt, syrup, ice cubes, a plain juicer and the blender.

Okay, first, we cut the oranges into two slices and squeeze them using the juicer. Next, pour the oranges water into the blender. Add some salt, two spoons of syrup, and ice cubes. Mix well. Finally, pour the juice in the glass. Enjoy drinking fresh orange juice.

Task 3

Work in groups. Make a recipe of how to make a cup of tea based on the pictures. Tell it in front of the class.



1.



2.



3.

Task 4

Tell your friends how to make your favorite drink in front of the class.

APPENDIX F: SPEAKING RUBRIC

1. Fluency

Criterion: speaking fluently in natural hesitation.

Indicators:

Score	Indicators
10	The student speaks very fluently in communication to perform the expected competency.
9	The student speaks fluently in communication to perform the expected competency, but there are natural hesitations.
8	The student speaks quite fluently in communication to perform the expected competency although there are hesitations which are not quite natural.
7	The student speaks quite fluently in communication to perform the expected competency although there are often hesitations which are not quite natural.
6	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she speaks rather slowly and hesitantly ; sometimes those problems disrupt the performances.
5	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she speaks slowly and hesitantly ; those problems disrupt the performance.
4	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she impeded by language problems like repeating and searching for words so that he/she speaks hesitantly and sometimes pauses quite long ; those problems strongly disrupt the performance.
3	The student speaks very slowly and discontinuously (like speaking per word with simple patterns) even pauses very long in communication to perform the expected competency.
2	The student speaks very slowly and often discontinuously (like speaking per word with simple patterns) even suddenly stops in communication to perform the expected competency.
1	The student communicates very difficult to perform the expected competency; he/she speaks very slowly and always discontinuously (like speaking per word with very simple patterns) and even then stops.

2. Pronunciation

Criterion: speaking in unambiguous sounds and use appropriate intonation and pauses.

Indicators:

Score	Indicators
10	The student never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.
9	The student almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.
8	The student rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.
7	The student sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are not quite appropriate; some sounds are ambiguous but can be understood.
6	The student often makes pronunciation mistakes in performing the expected competency; intonation and stress are inappropriate; some sounds are ambiguous and rather difficult to be understood.
5	The student makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.
4	The student almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.
3	The student always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.
2	The student always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.
1	The student cannot pronounce well at all in performing the expected competency.

3. Accuracy

Criterion: using simple and complex grammatical structures correctly.

Indicators:

Score	Indicators
10	The student never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences).
9	The student always never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structure (like phrases, simple, and compound sentence) but makes very few mistakes in complex structure (like complex sentence), however those mistakes do not impede meaning.
8	The student makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple, and compound sentence) and makes few mistakes in complex structure (like complex sentence), in performing expected competency so that they rather impede meaning.
7	The student rarely makes grammatical mistakes very rare in basic grammatical structures (like phrases simple, and compound sentence) and makes some mistakes in complex structure (like complex sentence), in performing expected competency so that they rather impede meaning.
6	The student sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple, and compound sentence) and makes quite a lot mistakes in complex structure (like complex sentence) in performing expected competency so that they rather impede meaning.
5	The student often makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentence) and makes quite a lot mistakes in complex structure (like complex sentence) in performing expected competency so that they strongly impede meaning
4	The student makes grammatical mistakes very often in basic grammatical structures (like phrases, simple, and compound sentence) and makes so many mistakes in complex structure (like complex sentence) the mistakes strongly impede communication in performing expected competency.
3	The student almost always makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentence); cannot use complex structure (like complex sentence) well, the mistakes strongly disrupt communication in performing expected competency.
2	The student always makes grammatical mistakes in most of the basic grammatical structures (like phrases, simple, and compound sentence) and there is no effort to use complex structure well, the mistakes strongly disrupt communication in performing expected competency.
1	The student has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.

4. Vocabulary

Criterion: using many vocabulary variations and appropriate word choices.

Indicators:

Score	Indicators
10	The student uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The student uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The student uses quite many vocabulary variations and makes few mistakes in word choices, but those are sufficient and do not impede meaning in performing the expected competency.
7	The student uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/she sometimes has to explain ideas to get the appropriate words.
6	The student uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/she needs to explain ideas to get the appropriate words.
5	The student uses limited vocabulary and inappropriate word choices in performing the expected competency, he/she explain ideas because of the insufficient vocabulary.
4	The student uses limited vocabulary and very inappropriate word choices in performing the expected competency, he/she often explain ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
3	The student uses limited vocabulary to perform the expected competency so that communication is rather difficult to understand , he/she often ask the teacher to express the ideas.
2	The student uses very limited vocabulary to perform the expected competency so that communication is difficult to understand , he/she has to ask the teacher o express the ideas.
1	The student has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/she always asks the teacher to be able to express the ideas.

APPENDIX G: THE STUDENTS' PRE-TEST AND POST TEST SCORES

a. Pre-test score

No	Name	ASPECTS								TOTAL MARKS		SCORES		Mean
		Fluency		Pronunciation		Accuracy		Vocabulary						
		R	T	R	T	R	T	R	T	R	T	R	T	
1.	Adianto Gama P	5	6	5	6	6	6	6	6	22	24	5,5	6	5.75
2.	Aditia Bagus R	5	6	6	5	6	6	5	6	22	23	5.5	5.75	5.6
3.	Akmal Akbar	6	6	7	6	5	6	6	7	24	25	6	6.25	6.12
4.	Al-Sahri Reza P	7	8	7	8	7	7	6	7	27	31	6.75	7.75	7.25
5.	Annisa Ika R	7	7	7	8	7	8	7	8	28	31	7	7.75	7.37
6.	Anida Tama Y	6	7	5	6	6	6	6	5	23	24	5.75	6	5.87
7.	Apri Fajar M	5	6	6	7	6	6	5	6	22	26	5.5	6.5	6
8	Bayu Permana S	8	8	8	8	8	8	8	8	32	32	8	8	8
9.	Bimelga Adhi	6	7	6	7	6	6	5	5	23	25	5.75	6.25	6
10.	Burhan Taufiq	6	6	6	7	6	6	5	6	23	25	5.75	6.25	6
11.	Devi Rosa Dewi	4	4	4	5	5	5	4	5	17	19	4.25	4.75	4.5
12.	Dhohri Faiqun	7	7	7	7	6	7	6	7	26	28	6.5	7	6.75
13	Dimas Aga S	4	5	4	5	4	4	4	5	16	19	4	4.75	4.37
14.	Dwianto Rivaldi	5	6	5	6	5	6	6	7	21	25	5.25	6.25	5.75
15.	Dwidha Surya P	6	7	6	7	6	6	6	6	24	26	6	6.5	6.12
16.	Elsa Kusuma	5	7	5	6	5	6	4	5	19	24	4.75	6	5.37
17.	Evilia Dwi A	6	8	6	7	6	7	6	7	24	29	6	7.25	6.62
18.	Fatikah Rosiani	6	7	6	7	6	7	6	7	24	28	6	7	6.5
19.	Firhan Ardian	6	5	6	6	6	6	5	5	23	22	5.75	5.5	5.62
20.	Fito Fattahu	7	8	7	7	7	7	6	6	27	28	6.75	7	6.87
21.	Galih Rayhan F	6	6	6	7	6	6	6	7	24	26	6.25	6.5	6.37
22.	Hasnaa Riska P	6	7	6	7	6	7	6	6	24	27	6	6.75	6.37
23	Maylanda indah	7	8	6	8	7	8	8	8	28	32	7	8	7.5
24	Muh. Ridwan I	6	6	5	6	6	6	5	5	22	23	5.5	5.75	5.62
25	Nurhadi Fauzi	6	6	5	6	6	6	5	6	22	24	5.5	6	5.75
26	Rahmanisa M	8	8	8	8	8	8	7	8	31	32	7.75	8	7.87
27	Rahmat Agus	6	7	6	7	6	6	5	6	23	26	5.75	6.5	6.12
28	Riko Okta P	4	4	4	5	5	5	5	4	18	18	4.5	4.5	4.5
29	Risandika Asri	6	7	7	7	6	6	6	7	25	27	6.25	6.75	6.5
30	Ristina Hidayati	8	8	8	7	8	8	8	7	32	30	8	7.5	7.75
31	Rivaldo Sandra	6	6	6	6	6	7	6	6	24	25	6	6.25	6.12
32	Sapto Aji	6	6	7	8	6	6	6	5	25	25	6.25	6.25	6.25
33	Widha Widya P	6	7	6	6	5	6	6	7	23	26	5.75	6.5	6.12
34	Yudia Tantari P	6	7	6	7	5	5	5	5	22	26	5.5	6.5	6
35	Yutyanda Aulia	5	5	5	5	5	5	6	5	21	20	5.25	5	5.12
Total		209	229	210	231	210	221	202	216			208	225.25	
Mean		5.97	6.54	6	6.66	6	6.31	5.77	6.17			5.94	6.43	
Score Mean		6.16		6.3		6.15		5.97				5.96		

b. Post test

No	Name	ASPECTS								TOTAL MARKS		SCORES		Mean
		Fluency		Pronunciation		Accuracy		Vocabulary						
		R	T	R	T	R	T	R	T	R	T	R	T	
1.	Adianto Gama P	7	8	7	8	6	7	7	7	28	30	6.75	8	7.37
2.	Aditia Bagus R	8	9	8	7	7	6	6	6	29	30	7.25	8	7.62
3.	Akmal Akbar	7	7	7	6	5	6	7	8	26	27	6.5	6.75	6.62
4.	Al-Sahri Reza P	8	8	8	8	7	7	8	8	31	31	7.75	7.75	7.75
5.	Annisa Ika R	9	8	8	8	8	8	9	8	34	32	8.5	8	8.25
6.	Anida Tama Y	7	7	7	6	7	7	8	8	29	28	7.25	7	7.12
7.	Apri Fajar M	7	6	7	7	6	6	6	7	26	26	6.5	6.5	6.5
8	Bayu Permana S	8	8	9	9	8	9	9	8	34	34	8.5	8.5	8.5
9.	Bimelga Adhi	6	7	7	7	6	7	6	6	25	27	6.25	6.75	6.5
10.	Burhan Taufiq	7	7	7	7	7	6	7	7	28	27	7	6.75	6.87
11.	Devi Rosa Dewi	6	7	6	6	5	6	5	6	22	25	5.5	6.25	5.87
12.	Dhohri Faiqun	8	7	8	8	8	7	7	8	31	30	7.75	7.5	7.62
13	Dimas Aga S	6	6	6	6	5	6	5	6	22	24	5.5	6	5.75
14.	Dwianto Rivaldi	6	7	7	6	5	6	7	7	25	26	6.25	6.5	6.37
15.	Dwidha Surya P	7	7	7	7	6	6	7	7	27	27	6.75	6.75	6.75
16.	Elsa Kusuma	8	8	8	8	7	8	7	8	30	32	7.5	8	7.75
17.	Evilia Dwi A	8	8	8	8	7	7	8	8	31	31	7.75	7.75	7.75
18.	Fatikah Rosiani	7	7	7	8	6	7	8	7	28	29	7	7.25	7.12
19.	Firhan Ardian	7	7	7	7	7	8	6	7	27	29	6.75	7.25	7
20.	Fito Fattahu	7	8	7	8	7	7	7	6	28	29	7	7.25	7.12
21.	Galih Rayhan F	7	7	7	7	6	6	7	7	27	27	6.75	6.75	6.75
22.	Hasnaa Riska P	8	7	8	7	8	7	8	8	32	29	8	7.25	7.62
23	Maylanda indah	8	8	9	9	8	9	9	8	34	34	8.5	8.5	8.5
24	Muh. Ridwan I	6	7	7	7	6	7	6	7	25	28	6.25	7	6.62
25	Nurhadi Fauzi	7	7	7	7	6	6	6	6	26	26	6.5	6.5	6.5
26	Rahmanisa M	9	8	8	8	9	8	9	9	35	33	8.75	8.25	8.5
27	Rahmat Agus	7	7	7	7	6	6	6	6	26	26	6.5	6.5	6.5
28	Riko Okta P	7	7	7	7	5	5	6	7	25	26	6.25	6.5	6.37
29	Risandika Asri	7	7	7	7	6	6	7	8	27	28	6.75	7	6.87
30	Ristina Hidayati	9	9	9	9	9	8	9	9	36	35	9	8.75	8.87
31	Rivaldo Sandra	7	7	8	8	6	7	7	8	28	30	7	7.5	7.25
32	Sapto Aji	7	7	8	8	6	6	7	7	28	28	7	7	7
33	Widha Widya P	7	7	8	8	7	7	8	7	30	29	7.5	7.25	7.37
34	Yudia Tantari P	7	7	7	7	5	5	6	6	25	25	6.25	6.25	6.25
35	Yutyanda Aulia	7	7	6	6	5	5	7	7	25	25	6.25	6.25	6.25
Total		254	256	259	242	228	235	248	253			247.5	251.75	
Mean		7.25	7.31	7.4	6.91	6.51	6.71	7.08	7.22			7.06	7.19	
Score Mean		7.28		7.15		6.61		7.15				7.12		

c. **t-Test****Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	p1	6.1826	35	.88576	.14972
	p2	7.1263	35	.77984	.13182

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	p1 & p2	35	.818	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	p1 - p2	-.94371	.51249	.08663	-1.11976	-.76767	-10.894	34	.000

APPENDIX H: PHOTOGRAPHS



The students are doing relaxation technique



The students are doing relaxation technique



The students are performing their work



The students are presenting the menu



The students are discussing the tasks in groups



The students are writing positive comments